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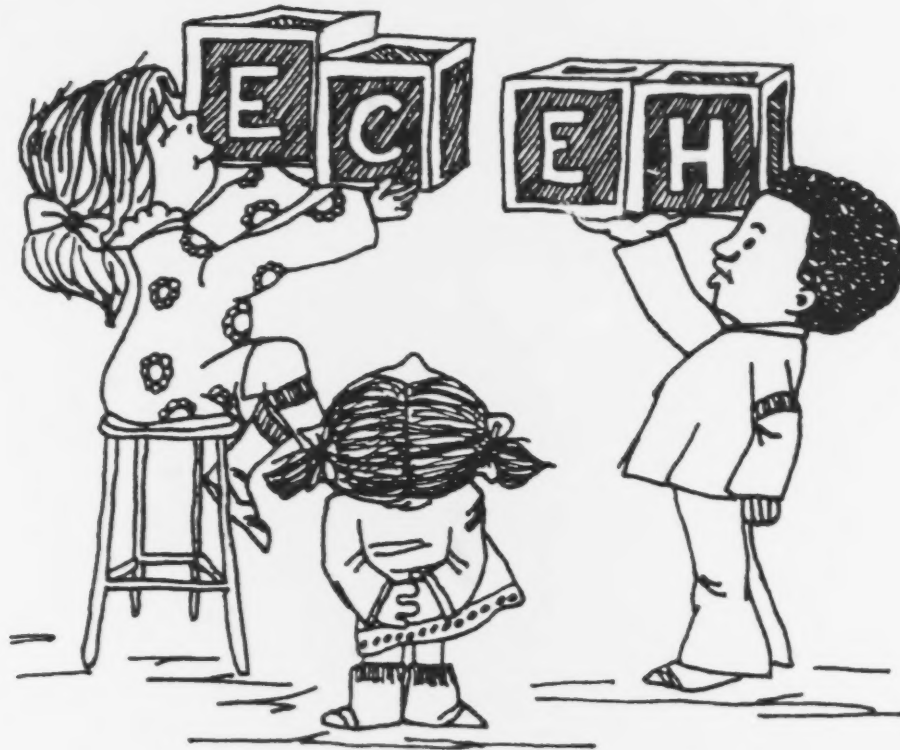
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ABSTRACT

Written as a companion resource to "Early Childhood Essential Elements," a document developed by the Education Service Center, Region VI, Huntsville, Texas, this second volume of a two-volume activity guide provides activities enhancing children's self-help, social/emotional, and creative/expressive skills. The guide also provides a short bibliography of additional resources. Activities included in the guide are compiled from a variety of sources, represent many levels of difficulty, require an assortment of materials, and employ several different approaches. While the level of difficulty is not coded, activities usually can be modified or expanded to present challenges at different levels. Each section contains a list of readily available or easy to make materials. While behavioral, developmental, interactional, and problem solving approaches are appropriate for specific activities, many of the activities in the guide are best presented behaviorally. The format of each activity provides title, statement of purpose, list of materials, description of activity, indication of time required, list of related skills/developmental area, suggested instructional strategies, activity evaluation guidelines, and helpful hints for implementation. At least 50 activities are provided for each developmental domain. (RH)

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50 + Activities for Early Childhood Essential Elements



Volume II

Developed and Written
by
Early Childhood Activities
Development Committee

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50 + Activities for Early Childhood Essential Elements

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INTRODUCTION

The Fifty Plus activity guide is written as a companion resource to the Early Childhood Essential Elements. It presents activities for each of the developmental domains listed in the Essential Elements document. The activities are compiled from a variety of sources and represent many levels of difficulty, use an assortment of materials, and employ several different approaches.

Level of Difficulty: Some activities within a developmental area may present a concept and encourage children to explore, often with the teacher, an idea that is emphasized in the activity. Some activities are offered to children as practice activities. These provide opportunities for children to work by themselves or in small groups practicing the concepts or skills presented. Practice activities may be slightly harder than the exploration activity. Some activities are challenging and are at a mastery level. Then there are activities in each developmental area that present variations on special challenges or are very complex. The level of difficulty is not coded in the format. Usually, activities can be modified or expanded so that they present a challenge at each of the levels. In compiling these activities, an array of challenges have been included.

Assortment of Materials: Each section has a list of materials. The list is not comprehensive, but is intended instead as a "shopping list," giving the teacher a reference for planning. Specialty materials have been avoided. Activities that rely on expensive or custom materials are not included. While some activities do describe materials that the teacher will have to make, usually these are simple in design and quick in the making. If you do make materials for these activities make them to last! Use sturdy, durable supplies and protective, dirt- and tear-resistant finishes.

Approaches: These activities are pulled from several different approaches used in working with special children. The behavioral approach teaches through step-by-step activities. Each activity is task analyzed. One step in the task is taught and then another step in the task is taught. Many activities in this collection are best presented behaviorally. The developmental approach

emphasizes the importance of matching the activity to the child's ability and encouraging play or work with materials. Generally the developmental approach does not use as highly structured activities as the behavior approach does. The interactional approach includes activities that require verbal conversations and other communication exchanges. This approach is highly recommended for children with language delays. The problem solving approach is designed to present experiences so the child discovers how the activity is similar to or different from what they have already experienced, and then seeks to find the reason for the discrepancy. In most classrooms, teachers present activities from all four approaches depending on the situations and the needs of the children. Activities in this collection represent all four approaches.

UNDERSTANDING THE FORMAT . . .

Activities: Each activity is written with uniform components. They are:

1. Title - Each activity is titled so that the content of the activity is revealed quickly.
2. Purpose - The focus and/or the objective of the activity is described as the purpose. With a different emphasis, many activities may be used for a different purpose without changing the structure. Look for flexibility in the activities and adapt purposes to classroom needs.
3. Materials - The required materials for each activity are listed.
4. Description - Each activity is briefly described. Detail and precision are sometimes omitted in favor of brevity. Structure activities to each child's needs using the description as a guideline.
5. Time - Each activity includes an estimate of the time it takes to present it.

6. Related Skills/Developmental Area - Skills from the essential elements that can be taught through this activity are included here.
7. Format - Individual, small group, or total group are the three most common formats used.
8. Evaluation - Observations of behaviors that indicate the child's mastery of the activity are described.
9. Helpful Hints - Some ideas here present modifications, variations, and possible adaptations of the activity. Teachers are encouraged to include notes to themselves for possible modifications.

Sections: Each section represents a developmental domain. The domains correspond to those used in the Early Childhood Essential Elements. All sections include at least fifty activities. Several of the sections have many more activity options.

The activities are not presented in a specific order.

REMEMBER THE BASICS . . .

The teacher is the decision maker! This collection of activities is intended as a resource, not a curriculum. Use it to plan and organize a program suited to the individual needs of your children and your teaching style.

TIPS FOR SELF-HELP

One of the greatest gifts a child can have is independence. The ability and confidence to do things without assistance gives children basic tools for learning. Independence builds gradually. It comes from small daily successes in handling daily routines. Children who have never had responsibility for themselves will need guidance in assuming control over their own daily tasks. Some ideas that might help in getting children to take on their own care are:

1. Use incidental learning. Find opportunities throughout the day to let children help and be active in the care of pets, the environment, and themselves.
2. Allow children plenty of time to problem solve. Even though things might be "hurried" along with a little help from an adult, refrain from getting involved until the child asks for assistance.
3. Acknowledge children's successes. This builds self-esteem.
4. Talk about a child's accomplishments.
5. Structure activities so children can do the activity without assistance.
6. Plan for leadership roles in the classroom. Find a way to give each child leadership responsibility.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

EQUIPMENT/MATERIALS FOR SELF-HELP

wooden frames
clothing fasteners (zippers, buttons, buckles, etc.)
articles of clothing (socks, underwear, slacks, shirts, sweater, etc.)
stiff cloth (canvas)
plastic needle
1/2 yard sturdy fabric, measured in 6" squares
embroidery thread
plastic placemats
plates
utensils
large man's shoe
paste type shoe polish
polishing cloth for shoe shine
containers and pitchers of different sizes
items for pouring activity (rice, beans, buttons, etc.)
things to polish (shoes, silverware, copper, other metals, etc.)
Windex
spray bottle
scrubbing tools (brush, sponge)
bucket
mops
brooms
articles that require squeezing (sponges, spring clothespins, tongs, tweezers, etc.)
raw fruit, vegetables
vegetable peelers and brush
cheese grater, foods to grate (cheese, carrots)

cutting board
egg beater
pencil sharpener
bottles with lids
nuts and bolts
ladle
scoop
mirror
pop-up tissues
wire coat hanger
coat
classroom pets (fish, bird, gerbil, etc.)
iron
electric mixer
vacuum cleaner
blender
dusting spray
pacifier
baby cup
finger foods (cereal, green beans, peas, etc.)
elastic waistband pants
comb, brush
toothpaste, toothbrush
plant watering can
plant mister
cotton balls
cup holder stand

large towels

beads

shoe laces

electric skillet, paper plates, forks

spatula

oleo, eggs, salt

blue food coloring

feather duster

blender

SH-5

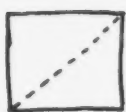
ACTIVITIES FOR SELF/HELP

TITLE: Fabric Folding

Purpose: to develop coordination and foundation skills for simple home chores

Materials:

1/2 yard sturdy fabric in a solid color, measured into 6" squares,
embroidery thread with contrasting color. With thread, mark the squares
as follows:



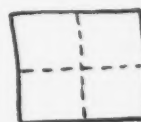
diagonal



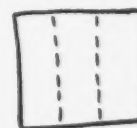
2 diagonals



medial



2 medials



2 parallels

Description: Show children how to fold each cloth along the embroidery thread,
press each fold with the fingers.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Practices simple housekeeping
skills to keep work area
clean
Tactile experience with geometric
shapes

demonstrate to individual or
small group
practice individually

Evaluation: Children can fold on the line.

Helpful Hints: Set up practice opportunities with napkins, washcloths, or
handkerchief.

TITLE: Spring House Cleaning

Purpose: learns to do simple classroom chores

Materials:

Feather dusters, spray cleaner (409, Fantastic, etc.) old towels, sponges, pails of water

Description: Move tables and chairs outside. Show children how to wash down legs, seats; rinse all parts with clear water and dry with old towels. Include home center furniture.

Time: 5 - 30 minutes

Related Skill(s)/Developmental Areas: Format:

Developing responsibility
Enjoying "work"

small or large group

Evaluation: Did children feel pride in their work? Did any choose not to participate.

Helpful Hints: On another day, do all of the dishes in home center. Or wash doll clothes.

TITLE: Making Peanut Butter Snacks

Purpose: to prepare and serve a simple food

Materials:

Blender, salted peanuts, some corn or peanut oil, crackers, bowl, spatula, table knife

Description: Pulverize peanuts in blender. Add a little oil if needed. Children can spread their own crackers and snack on a staggered schedule - or wait and all enjoy it together.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Science: changing form

individual or small group

Evaluation: Will anyone not participate? Some may prefer to play while peanut butter is being made - but take part in spreading their own sandwich.

Helpful Hints:

TITLE: Using Clothing FastenersPurpose: to develop self sufficiency in dressingMaterials:

Articles of clothing which require the use of fasteners the child needs to practice. Clothing should be large enough to wear over the child's clothes.

Description: The child puts on the oversized clothing and practices using the fasteners. Fasteners that are large such as big buttons, hand sized buckles may be easier to manipulate. The child practices using the fasteners with the correct orientation.

Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination	individual
Learns to manage dressing and undressing	

Evaluation: The child can put on and take off clothing.Helpful Hints:

TITLE: Dressing FramesPurpose: to help children become self-sufficient in dressingMaterials:

Wooden frames (picture frames are usable), stiff fabric, zipper, buttons, buckles, snaps, hooks and eyes, other fasteners. Make frames by covering with pieces of cloth cut in half. Connect halves with fasteners.

Description: Demonstrate to children how to use each dressing frame. Slowly and with exaggeration model how to open each fastener. Have children practice the procedure.

Time: 10 minutes a frameRelated Skill(s)/Developmental Areas: Format:

Fine motor coordination	individual, small group
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Evaluation: Child can manage the fastener.Helpful Hints:

TITLE: First Sewing ProjectPurpose: eye-hand coordination and foundation for other sewing projectsMaterials:

Stiff cloth (canvas or other heavy fabrics), taped edges, yarn, plastic needle

Description: Show children how to place the needle behind the fabric and pull it through. Draw designs on the fabric for children to follow. Show them how to sew on a button using a button with large holes.Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Participates in care of clothing individual, small group

Evaluation: Child can demonstrate basic sewing motions to work yarn into fabric.Helpful Hints:

TITLE: The TravelerPurpose: to put folding skills in contextMaterials:

Assorted articles of clothing such as socks, underwear, slacks, shirts, sweaters, shoes, a suitcase.

Description: Children fold the clothes and pack the suitcase. This can be set up in the role play center or as an independent shelf activity.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:Demonstrates self management skills small group or individual for demonstration
individual for practiceEvaluation: Children can fold clothes and pack the suitcase.Helpful Hints: This activity can be incorporated into a transportation unit.

TITLE: Table SettingPurpose: to teach standard table settingMaterials:

Plastic placemats, plates, and utensils. Draw the outline of the plates and utensils on the placemats.

Description: Show the children how to place one mat at each chair. Then place corresponding utensils on the placemats. Remark on the placemat relationships among the utensils.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

One to one correspondence
Practice simple housekeeping chores

total group, but may have to
demonstrate one on one

Evaluation: Children can accurately set the table.Helpful Hints: Laminated paper will work if plastic mats aren't available.

TITLE: Shoe PolishingPurpose: to learn to maintain personal cleanlinessMaterials:

Shoe to polish, paste type shoe polish, applicator brush, polishing cloth, buffer brush, basket, work tray.

Description: Show children how to set up a polishing activity. Demonstrate how to polish a shoe. Include cleaning up the activity.

Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Learns to do simple home chores

demonstrate to small group or
individual but children will
practice individually

Evaluation: Shoes are polished.Helpful Hints: Collect household items to do this activity.

TITLE: PolishingPurpose: develop ability to follow a complex cleaning sequenceMaterials:

Things to polish such as shoes, silverware, copper, other metals, sinks,
car trim, trim on refrigerator and stoves, teakettle, furniture

Description: Use toothpaste mixed with a bit of water and a cloth. Show
children how to apply polish, rub, rinse, and buff.

Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Learns to do simple house chores individual

Evaluation: Children follow sequence. Children notice the difference between
polished and unpolished items.

Helpful Hints: If the child will not taste the polish use regular polish.
Cotton balls can be used to apply polish.

TITLE: PouringPurpose: to learn to handle household tools for clean up activities.Materials:

Containers and pitchers of different sizes, tray, things to pour such as
rice, macaroni, beads, pebbles, beans, sand, salt, water, juice, milk.

Description: Show carefully and exactly how to pour from one pitcher to another
and back again. Point out the lip of the pitcher, the handle. Show hand
placements. Pour slowly and point out sounds and sights that indicate
successful pouring.

Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Learning to eat appropriately individual, small group
and independently

Evaluation: Children can pour without spills.

Helpful Hints: Whenever possible use clear pitchers and containers so that
children can have more control over their pouring.

TITLE: Cleaning and Scrubbing

Purpose: to learn simple clean up skills

Materials:

Scrubbing tools such as brush or sponge, bucket, drying cloths.

Description: Show children how to dampen sponges, squeeze or sprinkle small amount of cleanser, and use circular motions for scrubbing. Demonstrate wiping up soap with left to right motion.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Prepare for writing	individual
Left to right orientation	
Follow a complex motor sequence	

Evaluation: Child can wash a small area such as table top or floor spill.

Helpful Hints: Use small cleanser container so that the suds are manageable.

TITLE: Window Washer

Purpose: to learn simple care of environment task

Materials:

Windex or vinegar in spray bottle, cloth

Description: Show child how to spray the Windex on the window and wipe with a cloth.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Practice simple housekeeping	individual
skill to keep personal area clean	

Evaluation: Windows are clean.

Helpful Hints: Watch to see that children spray just a little Windex on the window.

TITLE: Dish WashingPurpose: to learn a simple home choreMaterials:

` Dishes to wash, dish washing set-up

Description: Show children how to fill tub and add soap, rinse dishes to stack them. A real sink or tub set up on a table may be used.Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Learn a complex motor sequence	individual
Learns to care for the environment	

Evaluation: Children can wash dishesHelpful Hints: Often dish washing can be set up outside. Expect spills, but teach children to clean them up.

TITLE: Mopping and SweepingPurpose: to learn clean up skillsMaterials:

Real mops and brooms cut to child's height

Description: Show children where to position their hands on the broom and mop. Guide them into using proper strokes. Teach children how to hold a dust pan to collect debris.Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Learns to follow a complex motor sequence	individual
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Evaluation: Children can clean up a spill or dusty floor.Helpful Hints: A wisk broom is sometimes easier to start with.

TITLE: Food Preparation

Purpose: to encourage nutritious eating habits

Materials:

Raw fruits and vegetables, parer (vegetable peeler), vegetable brush

Description: Show children how to wash vegetables and fruits. Demonstrate how to peel vegetables and fruits that need peeling. Eat.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

small group

Evaluation: Children eat fruits they've prepared.

Helpful Hints: Emphasize hand placement on the parer.

TITLE: Squeezing and Pinching

Purpose: to learn hand movements necessary for cleaning up

Materials:

Use kitchen articles that require squeezing such as sponges, bulb baster, spring clothespins, tongs, tweezers, and a dog dish or other double dish arrangement

Description: Show children how to use each article and transfer water or clip item from one side of dish arrangement to the other.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

To develop small muscle coordination
and strength for writing

individual

Evaluation: Child can move water from one side to the other.

Helpful Hints: Vary sponge types, look for unusual kitchen utensils that encourage practice of squeezing and pinching skills.

TITLE: Using a Knife

Purpose: to teach skills necessary for nutritious eating habits

Materials:

Kitchen knife, cutting board, vegetables

Description: Make vegetable stew by cutting vegetables and simmering them in water with herbs and spices. Show children how to place hand on knife and how to hold the vegetable while slicing. Supervise this activity closely.

Time: 20 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

small group

Evaluation: Children can cut vegetables.

Helpful Hints: Use a small serrated knife. Be sure to teach knife safety.

TITLE: Grating

Purpose: to teach cooking skills that will encourage good eating habits

Materials:

Cheese grater, cheese, carrots, cucumber, or other food that's easy to grate

Description: Show children how to grate. A box type grater might be easier to use. Eat gratings, make a sandwich from them, or sprinkle gratings on a salad.

Time: 20 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

small group

Evaluation: Children can grate foods without assistance.

Helpful Hints: This can be set up as an individual activity for children to do during free choice time.

TITLE: TransferPurpose: to learn motor sequences for home choresMaterials:

Containers, ladle, scoop, fork, cups, substances such as beans, rice, sand

Description: Show children how to use a tool to move the substance from one container to the other. Use slow, precise, exaggerated movements.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Emphasizing working left to right individual

Evaluation: Children can transfer materials without spills.Helpful Hints: This activity as with many of the other self-help activities require good modeling of movements without distracting verbal explanations.

TITLE: Twisting and TurningPurpose: to learn to use everyday tools that require holding them with one hand while they are being operated with the other handMaterials:

Egg beater, pencil sharpener, bottles with lids, nuts and bolts

Description: Show children how to hold the tool with one hand while operating the utensil with the other.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination individual

Evaluation: Children can hold and operate with control.Helpful Hints: The ability to hold and operate emerges around 12 months, but many handicapped children have difficulty with this skill.

TITLE: Turning Faucets Off and On

Purpose: to teach skills for self care habits

Materials:

Bathroom sink

Description: Show children how to place their hand on the faucet and twist. Point out the speed, volume, and temperature of water. Show them how to adjust it by turning the faucet. Demonstrate how to turn off the faucet and check to see that no water is running.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Self confidence individual
Fine motor strength and coordination

Evaluation: Children can adjust water temperature and turn water off without assistance.

Helpful Hints: Teach "hot," "cold," and "warm" concepts in conjunction with this activity.

TITLE: Walking Around Furniture, Carrying a Chair, Stepping Over Other
Children's Work

Purpose: to learn self management within group settings

Materials:

None

Description: Demonstrate to children how to move slowly and with attention around other people's work areas and around furniture. Model with exaggeration and precision. If a bump with someone should occur demonstrate that that is the time to say "excuse me."

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

[illegible]

Evaluation: Children are careful while walking through crowded spaces.

Helpful Hints: Role play with an assistant the procedure for avoiding a collision. When a collision does occur, demonstrate the use of "excuse me."

TITLE: Covering Mouth for a Cough

Purpose: to develop personal hygiene skills

Materials:

None

Description: Use role play to demonstrate a person with a cough. Ask children what that person should do. Demonstrate covering the mouth.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Learns to manage self in a group individual, small group

Evaluation: Children cover their mouths when they cough.

Helpful Hints: Demonstrate to a large group, but reminders will be necessary throughout the school year.

TITLE: Blowing Nose

Purpose: to develop preference for cleanliness

Materials:

Mirror, box of pop-up tissues, waste basket

Description: Tell children to look in the mirror to check their nose. If their nose is dirty, take a tissue and place it over the nose holding with both hands. Blow. Wipe the nose clean. Check in the mirror again. Throw tissue away.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Independence in self care individual

Evaluation: Child's nose is clean.

Helpful Hints:

TITLE: Putting on Coats

Purpose: to learn to dress self

Materials:

Coat

Description: Show child how to lay the coat on the floor front side up. Walk around the coat to the collar. Place the feet under the collar. Place hands in sleeves of coat. Lift coat over head so that sleeves drop down arms and collar falls onto neck. Coat is on.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor coordination

individual, small group

Evaluation: Children can manage their own coats

Helpful Hints: Mark collars so that children know where to stand.

TITLE: Hanging Up Clothes

Purpose: to learn to participate in care of clothing

Materials:

Hanger, clothing

Description: Show children how to lay out clothing on a table or floor. Demonstrate how to place a hanger inside the clothing so that the ends of the hanger correspond to the shoulders. Lift the hanger and hang it.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

individual

Learn complicated motor sequence

Evaluation: Clothes are hung.

Helpful Hints:

TITLE: Electric Appliances

Purpose: to teach safety and use of household tools

Materials:

Iron, electric mixer, vacuum, blender

Description: Show children how to use each appliance. Let them iron something, mix something, and clean a rug. Point out that these tools are fast, but can be dangerous.

Time: 10 minutes an appliance

Related Skill(s)/Developmental Areas: Format:

Learns about family chores

small group

Evaluation: Children know that appliances require adult supervision.

Helpful Hints: Cooking activities that incorporate kitchen appliances into the process are helpful in teaching safety.

TITLE: Taking Care of Pets

Purpose: to teach care of other living things in the environment

Materials:

Fish, crickets, earthworms, or easy-to-care-for pet.

Description: Select a time during the day when the animal needs to be fed. A child feeds the pet at the same time every day. Use a rotation schedule so that each child gets a chance to feed the pet.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Self care routine

large group, individual performs

Evaluation: Children routinely take responsibility for pet care.

Helpful Hints:

TITLE: FeedingPurpose: to develop sucking skills in tongue thrustersMaterials:

Pacifier, soft food

Description: Dip pacifier in soft food and place in child's mouth to be sucked off. Place small amount of soft food in the middle of child's tongue. Dab a small amount of soft food on the corner of child's mouth.Time: 5 - 10 minutesRelated Skill(s)/Developmental Areas: Format:

Foundation skills for eating

individual

Evaluation: Child can suck food with little or no tongue thrusting.Helpful Hints: It is helpful to consult an occupational or physical therapist when working with sucking skills.

TITLE: DustingPurpose: to participate in simple household choresMaterials:

Dust cloth, dusting spray or spray bottle with water (optional)

Description: Show children where to look for dust. Demonstrate how to spray lightly and wipe with a cloth.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:Eye-hand coordination
Left to right movement

individual, small group

Evaluation: Children can dust without leaving dusty spots.Helpful Hints: A very lightly dampened cloth can be used instead of spray.

TITLE: Finger Feeding

Purpose: to learn to self-feed

Materials:

Finger foods such as cereal, green beans, peas

Description: Place bits of food in the child's hand. Guide the child's hand to the mouth. Assist in transferring food from hand to mouth, part child's lips if necessary. Gradually reduce the amount of assistance.

Time: 10 minutes each mealtime

Related Skill(s)/Developmental Areas: Format:

Eye-hand and eye-mouth coordination individual

Evaluation: Child begins to self finger feed.

Helpful Hints:

TITLE: Drinking

Purpose: to develop socially appropriate drinking skills

Materials:

Baby cup, uncovered child's cup, standard cup

Description: Begin with covered baby cup. Put small amount of liquid the child likes in the cup. Teach the child to use both hands, place the opening in the mouth, and then raise the cup. Move on to the small, uncovered cup. Use the same sequence.

Time: 10 minutes each mealtime

Related Skill(s)/Developmental Areas: Format:

Eye-hand and hand-mouth coordination individual

Evaluation: Children can drink without drooling the liquid or without frequent spills.

Helpful Hints: Put small amounts of liquid in the uncovered cups and refill frequently.

TITLE: Scooping Food From Plate With Spoon

Purpose: to learn to use eating utensils

Materials:

Bowl, plate, spoon, soft food, loose food

Description: Have the child scoop food with the spoon. Guide the child's hand and assist, but do not allow the child to use fingers. Begin with soft food in a bowl, then soft food on a plate, next loose food in a bowl, and finally loose food on a plate.

Time: 15 minutes each mealtime

Related Skill(s)/Developmental Areas: Format:

Eye-hand and eye-mouth coordination individual

Evaluation: Child can self-feed using a spoon and plate.

Helpful Hints: Plates with scooping shields are available and may prove helpful for some children. Anchor plates with a non-skid pad.

TITLE: Using a Spoon

Purpose: to learn to use eating utensils

Materials:

Spoon tailored to child's hand and mouth, gushy food

Description: Place pudding, Jello, or other food on the spoon. Place child's hand on spoon handle. Assist in moving the spoon to the mouth. Allow the child to eat the food only if it is placed in the mouth with the spoon.

Time: 10 minutes each mealtime

Related Skill(s)/Developmental Areas: Format:

Eye-hand and eye-mouth coordination individual

Evaluation: Child can self-feed with a spoon.

Helpful Hints: Consult an occupational or physical therapist for tailoring ideas for the spoon. Always use foods the child likes.

TITLE: Putting on a Pullover Shirt

Purpose: to teach dressing skills

Materials:

Slightly oversized pullover shirt

Description: Show the child how to place the shirt on a table and spread it out. The front of the shirt should be front down. Use the collar label to orient the child to front and to check if the shirt is front down. Show the child how to put arms up through the bottom and into the sleeves. Then lift the shirt and put the head through. Pull the shirt down over the head.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor coordination

individual

Evaluation: The child can put on a shirt.

Helpful Hints:

TITLE: Dressing

Purpose: to learn to pull pants up and down

Materials:

Elastic waistband pants and underclothing

Description: While standing, work behind the child and show the child where to place the thumbs in the waistband to grasp. Then pull pants down or up. Show how to reach behind and grasp waistband if pants are caught on the buttocks.

Time: 10 minutes during toilet training

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

individual

Evaluation: Children can manage pants with elastic waistband.

Helpful Hints: Work with parents to get them to dress children in elasticized pants.

TITLE: Combing and Brushing Hair

Purpose: to learn self-grooming

Materials:

Comb, brush, mirror

Description: Use manual prompts, modeling, and praise to encourage children to brush and comb their hair. Help children learn to turn the bristles and the teeth toward the scalp and comb or brush with the direction of the hair.

Time: 5 minutes daily

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

individual

Evaluation: Child can look in mirror and comb or brush hair without assistance.

Helpful Hints: Use large tooth combs and fine, soft bristled brushes for beginners.

TITLE: Toileting

Purpose: to learn to use the toilet

Materials:

Bathroom toilet

Description: Observe child for signals of urgency to urinate. Say "you need to potty." Take the child to the toilet. Stay with the child for five minutes. Tell the child to "tee-tee" or whatever word you and the parents have agreed to use. If the child urinates; praise is in order. If not, let the child pull up pants. Say nothing. Treat accidents efficiently and without comment. Accidents should not be rewarding to the child.

Time: 5 - 10 minutes every hour

Related Skill(s)/Developmental Areas: Format:

Use dressing skills in context

Evaluation: Child takes responsibility for toileting.

Helpful Hints: Once a child is ready for toilet training, frequent visits to the toilet are necessary; often one an hour.

TITLE: Watering a PlantPurpose: care of the environment through a simple household choreMaterials:

Plant, watering can, tray, sponge

Description: Show the child how to check the plant to see if it is dry. If the dirt sticks to the fingers then the plant does not need water. Show the child how to fill and hold a watering can. Show how to pour from the spout of the can. Direct attention to the plant dish. When water appears in the dish, the child should stop watering.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination

small group

Evaluation: Child waters the plant without water overflowing from the plant dish.Helpful Hints: Put a tape line on the watering can to indicate how much water to put in the can.

TITLE: Brushing TeethPurpose: to learn personal hygiene skillsMaterials:

Toothpaste, toothbrush

Description: Demonstrate and prompt children through the sequence for brushing teeth. Make sure children return their utensils to their proper holder.Time: 5 minutes dailyRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination

individual

Evaluation: Children can brush teeth without assistance.Helpful Hints: Use shoe pockets to organize tooth brushes, combs, and brushes for groups of children.

TITLE: Spraying the Plant

Purpose: learning to care for environment through simple household tasks

Materials:

Plant mister, plant, sponge

Description: Show the child how to spray the plant. Drips should be wiped up with a sponge. Plants may be sprayed several times a day so this activity can be made available during free choice time.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

demonstrate to a small group,
practice individually

Evaluation: Child can spray a plant.

Helpful Hints:

TITLE: Cleaning the Plant

Purpose: care of environment through a simple household chore

Materials:

Scissors, small basket, plant

Description: Tell the child that more attention to plants is required than just watering. Point out brown leaves. Show how to clip them with the scissors. Put clippings in the basket.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination

small group for demonstration

Evaluation: Children can clean the dead leaves from a plant without cutting green ones.

Helpful Hints:

TITLE: Cup HangingPurpose: care of environment through simple household choreMaterials:

Wood stand with 4 - 6 hooks, cups

Description: Place cups in a row. Demonstrate how to take them one at a time and hang them. Young children will want to repeat this task many times.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination

individual, small group

Evaluation: Child can hang cups from cup hooks.Helpful Hints:

TITLE: Plant DustingPurpose: to teach care of environment through a simple household choreMaterials:

2 baskets - one full of clean cotton balls, one to receive the dirty cotton balls

Description: Show children how to take a cotton ball and gently wipe the leaves of the plant.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Eye-hand coordination

Teach to small group, practice individually

Evaluation: Children can remove dust from plant leaves.Helpful Hints:

TITLE: Pouring Beads

Purpose: to learn to pour

Materials:

Collect all sorts of beads, clear plastic jars or pitchers, large shallow pan to set jars in.

Description: Show children how to pour from one container to the next. Spilled beads can be retrieved from the pan and placed back in the jar.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand	individual/small group depending
Problem solving: if spilling	on amounts of beads
Decision making: how full	
Vocabulary: describing beads	

Evaluation: Which children need more experience pouring?

Helpful Hints: Try pouring other things: sand, rice, water, juice. Children enjoy the ever changing appearance of lots of kinds of beads as they fill containers.

TITLE: Finger Paint Clean Up

Purpose: hand washing

Materials:

Newspapers on floor, chair draped with a large bath towel, bucket of warm water, sponge, extra towels for drying hands, a little Ivory Snow in water if finger paint doesn't have soap in it.

Description: A hand washing center provides some modified water play, keeps the bathroom clean, and enables the teacher to keep an eye on the clean up area.

Time: during free play

Related Skill(s)/Developmental Areas: Format:

Fine motor sequence	individual
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Evaluation: Are there children who do not control themselves (splash, spill, etc.)? Do some continue to enjoy the water?

Helpful Hints: If water seems to be an attraction setting up, a water play center may be an idea.

TITLE: Shoe LacingPurpose: laces shoes - dressing selfMaterials:

Large man's shoe, 2 shoe laces of different colors for lacing shoe. Large tagboard shoe for children's names as they learn to tie.

Description: Show children how to lace shoes. Use slow, precise movements.Time: 2 - 5 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor
Problem solving

individual

Evaluation: Which children need more help - is lacing or tying the problem?Helpful Hints: Long, thick strips of cloth tied around post or table leg provides a good tying experience. Use task analysis to refine movement sequences for teaching lacing procedure.

TITLE: Little White Duck, Doing What He OughterPurpose: reinforce self managementMaterials:

Song

Description: Learn song - ask questions to direct thinking to responsibilities in classroom. Adapt verses to use children's names and activities (hanging up coats, listening to story, etc.)Time: 5 - 8 minutesRelated Skill(s)/Developmental Areas: Format:

Encourage development of
responsibility
Creative adaptation of song to
school jobs

small or large group

Evaluation: Do children enjoy song? Are children able to adapt to themselves.Helpful Hints:

LITTLE WHITE DUCK



Everyone is glad to be himself in this catchy song, and yet it still has a sad ending. The music was written by Walt Barrows, and the words by Bernard Zaritzky.

Lightly **F** **C**

1. There's a lit - tle white duck sit - ting in the wat - er, — A
 2. There's a lit - tle green frog swim - ming in the wat - er, — A

F

lit - tle white duck do - ing what he ought - er, — He
 lit - tle green frog do - ing what he ought - er, — He

B^b **F** **Dmi.**

took a bite of a li - ly pad, —
 jumped right off of the li - ly pad, That the

G C

Flapped his wings and he said, "I'm glad I'm a
lit - tle duck bit and he said, "I'm glad I'm a

F C F

lit - tle white duck sit - ting in the wat - er, Quack! Quack! Quack!
lit - tle green frog swim - ming in the wat - er, Glug! Glug! Glug!

3. There's a little black bug floating on the water,
A little black bug doing what he oughter,
He tickled the frog on the lily pad,
That the little duck bit and he said, "I'm glad
I'm a little black bug floating on the water.
Bzz! Bzz! Bzz!"
4. There's a little red snake playing in the water,
A little red snake doing what he oughter,
He frightened the duck and the frog so bad,
He ate the bug and he said, "I'm glad
I'm a little red snake playing in the water.
Hiss! Hiss! Hiss!"
5. Now there's nobody left sitting in the water,
Nobody left doing what he oughter,
There's nothing left but the lily pad,
The duck and the frog ran away; I'm sad
'Cause there's nobody left sitting in the water.
Boo! Hoo! Hoo!

TITLE: Green Eggs and Ham

Purpose: to prepare simple food and relate self-help to a language experience

Materials:

Book Green Eggs and Ham, electric skillet, oleo, eggs, blue food coloring (or green), spatula, salt

Description: Children prepare eggs the day after the story is read. Children snack after they have fixed their own eggs.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Independence: cooks own eggs individual or small group
Science: changes in form (egg thickens)
Change in appearance but not taste

Evaluation: Are certain children reluctant to try eggs? Green egg? Which show humor?

Helpful Hints: Expand activity to note science concepts. Watch for the color changing, the butter melting, and the eggs congealing. Allow children to work in pairs or individually.

TITLE: Zip Up Your Jacket

Purpose: to use music to reinforce dressing skills

Materials:

Song

Description: Do body movements to song - sing during transition while helping little ones get dressed to go outdoors.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Seasonal signs individual or small group
Body movements
Creativity - fun

Evaluation: Do children enjoy song and impersonation of north and south wind? Which ones still need help during dressing?

Helpful Hints:

Zip Up Your Jacket

Kathleen Mollison

Kathleen Mollison

Zip up your jack - et, put on your cap, For

The first line of music is in 2/4 time. The treble staff contains a melody of eighth and quarter notes. The bass staff provides a simple harmonic accompaniment with chords and single notes.

Mis - ter South - wind's tak - ing ais nap.

The second line continues the melody. The treble staff has a few rests, and the bass staff has a dotted half note in the second measure.

Mis - ter North - wind will nip at your nose, And

The third line of music. The treble staff continues the melody. The bass staff has a key signature change to one sharp (F#) in the final measure.

freeze your fin - gers and your toes.

The fourth line of music. The treble staff ends with a half note. The bass staff has a half note and a quarter note.

Words and music copyright, 1958, by W. L. Jenkins.

TIPS FOR SOCIAL/EMOTIONAL

Children need psychological vitamins if they are to develop appropriate social and emotional skills. Their vitamins come from the words and feelings that "significant" adults use when they are playing, working, and talking with them. Children need to know that behaving in socially appropriate ways is important. They need to know that making friends with others is also important and that it takes special words and special ways of acting to develop friendships. Within a social context there is room for a range of emotions. Children need to learn how to identify their feelings and tell people about them without hurting others or themselves. Activities in this section address these issues. In order to get the most out of these activities here are a few suggestions:

1. Create a positive atmosphere.
2. Speak in a calm and relaxed manner.
3. Remember the "four A's" - attention, acceptance, approval and affection.
4. Spend time on feelings. Give children time to think through their emotions. Avoid hurried times when planning activities to focus on feelings.
5. Employ good classroom management. Use flexible, but precise scheduling.
6. Set a few, but simple rules in order to maintain a predictable environment.
7. Teach children to work through confrontations positively.

8. Know the resources available for support. Be alert to children who might be living in abusive situations. Take appropriate action through the school.
9. Create a friendly open relationship with each child in the class. Spend time each day talking with them about something that is important to them.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

tagboard

Jack-In-The-Box

small pails, sponges

craft paper

larger pails, sponges

rag doll

wooden soldier

old pant's leg

food pictures from TV dinner cartons

clear contact paper

large cardboard box for vehicles

oatmeal boxes

5" x 5" cars

10" x 3" cards

bleach bottle

elastic

adhesive tape

thin foam material

thread spools

juice cans

magazine pictures of emotions

SOCIAL/EMOTIONAL (CONT.)

wire coat hanger

vinyl or rug samples

6" polyfoam cube

cocoa can

photo album

Preparing the Environment

Just as the environment must be organized, so must the teacher. Thorough, insightful planning can make the difference between a predictable, safe, enjoyable school experience and a chaotic, unproductive day.

Work and play areas and equipment require daily organizing and checking for use and safety. Sufficient materials and equipment are needed to keep children productively occupied and to meet individual developmental needs.

Both group and individual growth needs must be considered. In general, the permanent learning centers are planned for small group interaction, and the manipulative/special areas for more individual learning needs. Room arrangement which groups active/noisy centers (ex.: blocks, carpentry, home) away from quieter (ex.: library, manipulative) centers facilitate more productive play/learning. Adequate space for safe/free movement is necessary to avoid social collisions and emotional squalls as young children become accustomed to "living" with other children.

Children need predictable, but not stale schedules, rooms, and teachers. Displays on walls should continually change with seasonal and/or unit emphases. Teachers who are enthusiastic, questioning, and consistent have a supportive attitude and encourage curious, happy and more socially responsible children. Teachers' words need to reflect feelings, interpret behavior and guide thinking. They should use open ended questions, praise for honest effort, and descriptive and empathetic words. The daily schedule needs to be adhered to as consistently as possible. Sudden changes could cause some upset or confusion in the children. Active and quiet activities need to be alternated through the day if children are to be protected from excessive fatigue and/or boredom.

An inviting room will call all the senses into action. Children will touch, taste, smell, listen and look while their minds are forming ideas about things, beginning to question and finally beginning to predict outcomes. Teachers who delight in the developing mind of the young child will plan a "hands on" environment. This delight will be transmitted to the children and when mixed with an appropriate sense of humor will also bring happiness and a healthy attitude toward school.

Learning Centers

There are no set rules for establishing learning centers. There can be many or few, open-ended or structured. Think about children's interests and needs, then design learning centers to meet those needs.

Arrange activities for children in logical order. Put activities that require similar materials, clean-up needs, work and storage spaces together. Below is a list of learning centers. This is by no means a comprehensive list.

LIST OF CENTERS

Permanent

Library
Listening
Home
Blocks
Art
Games/Manipulations
Dress-Up
Pets
Science
Sand/Water
Cooking

Special (Temporary)

Music
Writing
Clown
Sewing w/Burlap
Money Stamps
Playdough
Post Office
Electric
Plumbing
Capes
Gross Motor
Dancing
Mats
Obstacle Course

SPECIAL CENTERS

- Barber Shop: chair, mirror, comb, sheet
- Dentist: small hand mirror, floss, small cups, mouthwash, toothpaste, individual toothbrushes
- Beauty Parlor: cape, comb, rollers, plastic bottles, mirror
- Shoe Store: collect shoe boxes, different kinds men, women and children's shoes, chairs, small stool for clerk, provide cash register foot rule
- Department Store: articles for different departments of the store, cash register, wallets and purses with play money distributed equally, plank over hollow blocks for the check-out
- Doctor's Office: stethoscopes, doctor light, empty pill bottles, cotton, strips of cloth for bandages
- Grocery Store: empty food containers, cash register, laminated money, counter for check out, small grocery sacks
- Circus: use a sheet to drape to make a tent, add a long strip of off white paper that the kids have striped with red paint, View Masters with pictures of circus, ring master hat and cape
- Tee Pee: cane poles (3) taped at top, art paper decorated with Indian signs, drape paper with lots of TAPE leaving an opening for the door, drums made from empty Crisco cans, Indian headbands
- Shaving Center: real shaving cream, razors (with blades removed), mirrors, towels

- Eye Doctor: doctor coat, flashlight, mirror, frames of glasses
- Space Ship: box, instrument panel
- Make Up Center: empty bottles of perfume, lotion and creams, sponges, old makeup brushes, mirror
- Florist Shop: artificial flowers, pieces of styrofoam, cash register, pencil, pad, telephone, chairs, different kinds of containers to use for flower arrangements
- Puppet Center: different kinds of puppets, puppet stage made from a cardboard box
- Business Office: telephone, small table and chairs (desks), typewriter, paper, paper clips, pads and pencils, ink pads, stamps, envelopes
- Santa: rocking boat makes an excellent prop for a sleigh, hollow blocks can be made into stalls for reindeer, children can pretend to be reindeer, provide with burlap sack, sleigh bells
- Jack-in-the-Box: Child hides in a large cardboard box and pops out while group recites this poem:

Down in the box, there is a little man
 Who waits and waits as quiet as he can
 Until he opens the lid of his box
 A-a-a-n-n-n-d (pause) . . . UP HE POPS!

A box with a top that has been cut on three sides and hinged on the fourth is best. Can paint or decorate the box.

Cages and Caves:

(This is a good center for a unit on wild animals) cut cardboard boxes to make barred windows, laminate pictures of raw meat for "pretend" feeding of zoo animals

Travel:

1. small suitcases, can pack for a trip using dress-up clothes or doll clothes
2. two rows of chairs with an aisle between might suggest travel by bus, train, airplane, provide money

Boat:

box, make a fishing pole from upholstery-roll poles with a string tied to a magnet, "stock" pond with paper fish which have a paper clip put on for a mouth, Supervise carefully

Carpenter's Workshop:

set up workbench, provide nails, screws, hammers, sandpaper, and other tools (screwdriver, C clamps), carpenter hats and tool aprons, ruler

Cowboy Center:

sawhorse that will hold a saddle, bridle tied to sawhorse for reins, hat, chaps, boots

SE-11

ACTIVITIES FOR SOCIAL EMOTIONAL

TITLE: What is the Feeling?

Purpose: identifies - love, fear, sadness, anger

Materials:

Magazine pictures of emotions

Description: Show picture. Let children name the feeling. Talk about times they have felt that way.

Time: 3 - 6 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary

small/large group

Evaluation: What did you learn about some of the children? Were your questions open ended - encouraging, sharing?

Helpful Hints: Use a wide variety and accept children's suggestions unless they are way off.

TITLE: See How I'm Jumping

Purpose: responds to music with intentional body movements

Materials:

Song

Description: Good gathering song.

Time: 2 - 3 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary: contrasts

small/large group

Evaluation: Were there children who were not able to show as much body control as most of the others?

Helpful Hints: Try rope jumping.

See How I'm Jumping!

Roberta Whitehead

Flemish folk tune
Har. by Angela Diller and Elizabeth Quaile

See how I'm jump-ing, jump-ing, jump-ing! See how I'm bounc-ing

The first system of music is in 2/4 time, key of D major. The melody is on a treble clef staff, and the accompaniment is on a bass clef staff. The melody consists of eighth and quarter notes, while the accompaniment is a simple bass line of eighth notes.

like a ball! You did-n't know I could jump so fast;

The second system continues the melody and accompaniment. The melody includes some eighth-note patterns and a quarter note. The accompaniment remains a steady eighth-note bass line.

You did-n't know I could stand so still. See how I'm jump-ing,

The third system features a half note in the melody, indicating a longer note value. The accompaniment continues with eighth notes. A fermata is placed over the final note of the melody.

jump-ing, jump-ing! When I am tired, down I flop!

The fourth system concludes the piece with a final cadence. The melody ends with a quarter note, and the accompaniment ends with a final chord. A double bar line is at the end.

Words from *Songs for the Nursery School*, copyright, 1937, by The Willis Music Company, Cincinnati, Ohio; used by permission. Music from *Second Solo Book*, by Diller and Quaile; used by permission of the publisher, G. Schirmer, Inc.

TITLE: I'm Tall, I'm Small

Purpose: performs intentional body movements

Materials:

Song

Description: Fun guessing game - or just playing the game brings delight as they decide what they will be.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Understanding of size
Creative
Social

small/large group

Evaluation: Do all children cooperate to do game together?

Helpful Hints:

I'm Tall, I'm Small

Not too fast Old Game

I'm tall, I'm ver - y tall, I'm small, I'm ver - y small. Some -

times I'm tall, some - times I'm small; Guess what I am now!

Directions: Form a circle with one child in the center, his eyes covered, and with another child as the leader. Phrase 1, all stretch up tall. Phrase 2, all make themselves as small as possible. Phrase 3, up and down. Phrase 4, at a signal from the leader the children take tall or small position and hold it, and the child in the center tries to guess which. When he guesses right, he chooses another to take his place.

TITLE: Dance of GreetingPurpose: responds to rhythm in music using body parts - dancingMaterials:

Song

Description: Good gathering circle game.Time:Related Skill(s)/Developmental Areas: Format:Vocabulary
Social: friends

small/large group

Evaluation: Are there children who have difficulty with the clapping, bowing sequence? Which one very quickly learns new musical games?Helpful Hints:

TITLE: Follow the LeaderPurpose: plays role of both follower and leader; follows simple directionsMaterials:

Song

Description: Good gathering song for returning to room from playground.
Leaders for the day stand and wait for friends to gather behind them.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:Auditory/Visual Memory
Creative Expression

group

Evaluation: Which are the children who consistently are slow to gather? They may need one extra reminder that it is almost time to quit playing.Helpful Hints: Can use as Follow the Leader game, too.

Dance of Greeting

Danish

C G⁷ C G⁷ C F C G⁷ C

Clap, clap, bow, Clap, clap, bow, Stamp, stamp, and turn your - self a - round.

G⁷ C G⁷ C

Go on your tip - py - toe, your tip - py - tip - py - tip - toe,

G⁷ C G⁷ C

Go on your tip - py - toe, your tip - py - tip - py - toe.

Children face each other and do the actions indicated.
Take hands and move lightly on tiptoe in a clockwise direction.

Follow the Leader

- Create other stanzas.
- Play tom-tom accompaniment to song.

Ojibway Indian Tune

Repeat ad lib. 1 Fol - low, fol - low, fol - low
Mu - je mu - ke - sin au -

me now, Fol - low, fol - low, fol - low me now, Fol - low, fol - low, fol - low
yaw - yon, Mu - je mu - ke - sin au - yaw - yon, Mu - je mu - ke sin au -

me now, Hi - ya, hi - ya, hi - ya, ho, ho!
yaw - yon, Mu - je mu - ke - sin au - yaw - yon.

2 Moccasins can run so softly, etc.

3 Moccasins are made of deerskin, etc.

4 See the deer run through the forest, etc.

Directions: This is a children's "follow-the-leader" game.

TITLE: Pick Up Time

Purpose: follows simple directions

Materials:

Song

Description: Play on piano or sing after children have been warned that play is almost over - about five minutes before.

Time: 5 - 7 minutes

Related Skill(s)/Developmental Areas: Format:

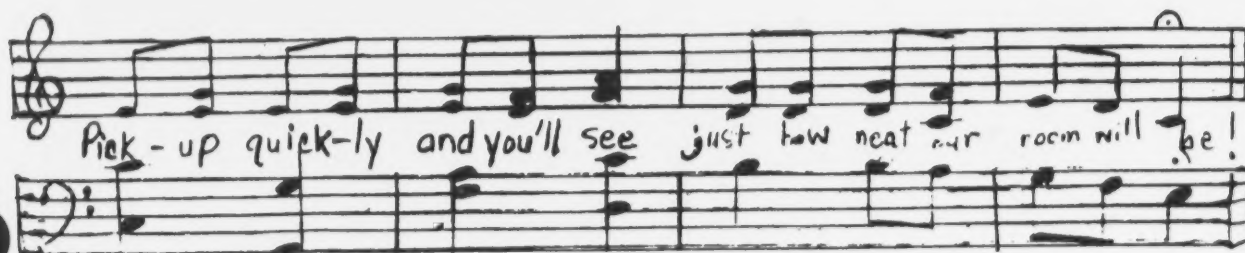
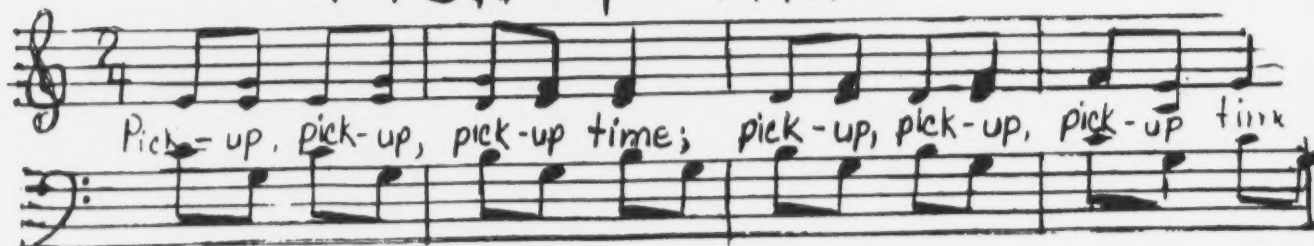
Auditory Memory
Social Emotional

large group

Evaluation: Do children respond to the transition from play to clean up song?

Helpful Hints: Sometimes having directions given some way other than the spoken word is a relief. A nice bell is a pleasant way of getting attention. Remember you don't need to have control at all times but you do need to be able to get it at any time.

Pick-Up Time



TITLE: Clean Up Chart - 4's and 5's

Purpose: complete simple household tasks

Materials:

tagboard marked across top into center - down into 4-5 weeks
ex: art, blocks, animals, snack

January	Week				
	1st				
	2nd				
	3rd				
	4th				

Description: Children request jobs for a week at a time. Try to break up cliques after several weeks and have children change jobs for at last three weeks in a row. Chart hangs on wall. Put next chart on top for continuing weeks. Keep for tabulating where and with whom children work.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Responsibility large group
Working in areas different from where
choose to play
Observe time passing - a kind of "time line"

Evaluation: Which children have difficulty remembering which area they choose to clean up in. Which ones find ways to finagle out of work.

Helpful Hints: Changing jobs on Tuesday or someday other than Friday or Monday is easier.

TITLE: Jack-in-the-Box IPurpose: pretends to be engaged in familiar activityMaterials:

Jack-in-the-box is out of sight,
 With the lid closed down very tight
 Lift the lid, and up he goes,
 Jack-in-the-box with the long red nose.

Description: Hands tight over head as child squats to be Jack in the Box.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Transition: as head is tapped individual/small group
 child "pops" up to put towel away.

Evaluation: Is anyone not able to "stay in the box?"Helpful Hints: Good transition, moving from rest time to next activity.

TITLE: Jack-in-the-Box IIPurpose: to interact with othersMaterials:

Large cardboard box with a top that has been cut on three sides and hinged
 on the fourth (can paint or decorate box)

Description: Child hides in large cardboard box and pops out while group recites this poem:

Down in the box, there is a little man
 Who waits and waits as quiet as he can
 Until he opens the lid of his box,
 A-a-a-n-n-n-d (pause) . . . UP HE POPS!

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Gross motor small/large group
 Following directions
 Receptive language

Evaluation: The child will pop out of the box at the appropriate time.Helpful Hints: If you have a very large group, to cut waiting time - prepare three of four jack-in-the-boxes.

TITLE: Caring for Babies

Purpose: plays role of mothers/fathers

Materials:

Description: A mother brings her baby to school for bath time. Plan center away from a draft and in a place where a number of children can gather.

Time: 10 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Generalize to doll play in home small group
center
Vocabulary: bath supplies

Evaluation: Is play with dolls any different after the real baby bath? How?
Did any boys take part? Who?

Helpful Hints: If have washable babies, set up bathing center in home center for dolls. Take a picture!

TITLE: Cleaning up Spills - self help

Purpose: completes simple household tasks

Materials:

small pail, sponge, soapy water

Description: Keep a fresh soapy, water-filled pail handy every day so that when spills occur or tables need to be wiped, the children know right where to get the soapy sponge.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Self-Help individual
Motor

Evaluation: Are children accepting responsibility for their own spills and general room clean up?

Helpful Hints: A pail of clear water under the easel is helpful at clean-up time. Paint brushes are put into pail and swished. Clean up at sink is much less messy.

TITLE: Friends, Friends

Purpose: expresses emotions

Materials:

Song

Description: Question: How do different people "help," "love?"

Time: 1 - 3 minutes

Related Skill(s)/Developmental Areas: Format:

Reinforce friendships

group

Evaluation: Talk about how they help their friends. Which ones have concept of themselves as helpers?

Helpful Hints: Another good one for bad days!

TITLE: Johnny Works With One Hammer

Purpose: plays role of both follower and leader

Materials:

Song

Description: Children take turns being leader.

Time: 2 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Body control as do actions

small/large group

Counting

Evaluation: Which want to lead? Which have difficulty keeping self-control?

Helpful Hints: Good transition activity.

Friends! Friends! Friends!

SE-22

Elizabeth McE. Shields; alt.

Elizabeth McE. Shields
Arr. by W. Lawrence Curry

Friends! Friends! Friends! I have some friends I love! I
love my friends and they love me, I help my friends and they help me.
Friends! Friends! Friends! I have some friends I love!

Words and music copyright, 1924, by Elizabeth McE. Shields; altered by permission. Arrangement of music copyright, 1958, by W. L. Jenkins.

JOHNNY WORKS WITH ONE HAMMER

John - ny works with one hammer, One ham - mer, one ham - mer,
John - ny works with one ham - mer, Then he works with two.

Johnny works with two hammers, Then he works with three.
Johnny works with three hammers, Then he works with four.
Johnny works with four hammers, Then he works with five.
Johnny works with five hammers; Then he goes to sleep.

TITLE: I Have a Friend - roll call

Purpose: enjoys attention of group

Materials:

Words: "I have a friend. Who can s/he be? ____'s my friend. Come play with me!"

Description: Go all around the circle inserting child's name each time. May make up a simple tune and sing it.

Time: 1 - 3 minutes

Related Skill(s)/Developmental Areas: Format:

Learning friend's names group

Evaluation: Which children were self conscious and which ones openly enjoyed being the center of attention?

Helpful Hints:

TITLE: "I am I; You are You"

Purpose: expresses emotions - friendship

Materials:

Song

Description: Use body expressions as song is sung. First few times, divide children into groups of two. Make sure everyone has a partner. If an odd one, teacher can be his/her friend.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Understanding "me" and "we" small/large group

Evaluation: Was there anyone who seemed to be left out? What other things can you do to encourage friendship?

Helpful Hints: Compile information for a sociogram and find out if there are children whom no one would choose to play.

verse: I AM I (you are you; you and I are we)

I've been thinking, thinking, thinking how I always feel so bad;

Even tho' the world is good, I'm somehow always feeling sad! But I think I'

found the answer how to make my sorrow end; and I'M asking, tho' I'm bashful

would you, could you be my friend? I am I; you are you; you and I are we!

I like you, and I do, hope that you like me! if you do, like me, too, happy

I will be, for I am I; you are you; but, you and I are we!

TITLE: Friend's Hand Squeeze - Pass It On

Purpose: gives affection

Materials:

Description: Seat children in a circle. Discuss hugs and hand squeezes and what they mean. Teacher hugs the hand next to her and s/he passes it on, until the squeeze goes all around.

Time: 1 minute

Related Skill(s)/Developmental Areas: Format:

group

Evaluation: Was everyone able to wait until they received the squeeze to pass it on. It might take practice.

Helpful Hints: Can be adapted to learning to shake hands if you wish. Sing a "Friends" song when finished. Good activity when day is not going well.

TITLE: Glad You're Here

Purpose: reacts to other's emotions - pleasure

Materials:

Large circle of craft paper with a big smiley face and "I'm glad you're here" printed on it.

Description: As the children arrive, teacher (or aide) greets them and they go to the paper. Child or teacher puts child's name on smiley face and child receives a hug. Later, smiley face is put on wall and children can find their names, if they wish.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Creative Expression
Motor

individual as they arrive

Evaluation: Which children wanted to write their own names? Did any shy away from the hug?

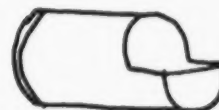
Helpful Hints: Let children put hugs and kisses ("X", "O") on the face if they wish.

TITLE: Doll Cradles

Purpose: to participate in activities imitating familiar incidents

Materials:

Pre-cut cradles from empty oatmeal boxes



Description: Let the children paint with tempera paint and decorate with lace, rick rack, scrap materials.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Creative art

small group

Evaluation: The child will role play using props.

Helpful Hints: A small box can be substituted for a doll bed if oatmeal boxes are not available.

TITLE: Here is a Bunny

Purpose: plays hand games

Materials:

Here's a bunny, with ears so funny
 (make floppy ears with pointer and middle fingers behind head)
 And here is his hole in the ground.
 (make ring with left arm - hand to waist)
 When a sound he hears, he pricks up his ears,
 (startle, straighten fingers of right hand behind head)
 And jumps in his hole in the ground.
 (quickly put right hand through left arm ring.)

Description:

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Thinking skills:

small/large group

What does startle mean?

What startled the bunny?

What would it be like, down in a hole?

Motor

Evaluation: Which children were slower coordinating movements? Which contributed to discussion?

Helpful Hints:

TITLE: Trust WalkPurpose: plays role of both leader and followerMaterials:

box Kleenex, bandanas to cover eyes

Description: Put fresh Kleenex over each child's eyes as they have a turn to be led. Their friend, whom they trust, goes slowly, warns about "dangers" and gently leads them around room.Time: 2 - 5 minutesRelated Skill(s)/Developmental Areas: Format:Awareness
Trustgroups of 2's - can be done with
several pairs goingEvaluation: Were any unwilling to try? Were all leaders responsible in behavior?Helpful Hints: Repeat activity later. It takes a day for some to get up the nerve to try.

TITLE: Flopsy FloraPurpose: participates in hand and body gameMaterials:My name is Flopsy Flora
I'm a doll all made of rags. (be floppy)
My arms go flop (flop arms)
My feet go plop (plop feet)
My head just wigs and wags.My name is Wooden William
I stand up straight and tall. (stand at attention)
My arms and legs all made of wood
Will hardly move at all. (move arms and legs stiffly)Description:Time: 2 - 4 minutesRelated Skill(s)/Developmental Areas: Format:

Comparisons: rags and piece of wood small/large group

Evaluation: Which need more experience following body games?Helpful Hints: A rag doll and wooden soldier help the children visualize the differences. Good gathering activity.

TITLE: Class Photo Album

Purpose: provide book of their own experiences for them to talk about

Materials:

Photo album, snapshots of the children taken during the year, birthdays are important

Description: Take a picture throughout the year. Arranged in a photo album, the pictures provide a "time line" for children - a sequence of the year's activity. Keep in library center available for children to "read."

Time: 3 minutes

Related Skill(s)/Developmental Areas: Format:

Story Telling
Memory Recall
Enjoyment
Social/Emotional

individual/small group

Evaluation: Which children indicate an interest in pictures other than ones in which they are? Which children can tell a story about what was happening in a particular picture?

Helpful Hints: Use the pictures for children's individual "memory" books the teacher makes at the end of school.

TITLE: Home Center Food

Purpose: to participate in activities imitating familiar incidents
to play simple pretend games with props

Materials:

Food pictures cut from TV dinner cartons or magazines, cardboard, clear contact paper.

Description: Cut out pictures and glue to corrugated cardboard which is cut into the same shape as the picture. Cover with clear contact paper. Put "food" in home center for pretending.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Communication
Self-Help

small group

Evaluation: The children will imitate cooking, serving and "eating" the food.

Helpful Hints: This is teacher-made to be used as props for the home center.

TITLE: Let's Be Enemies *Purpose: to express emotionsMaterials:Description: Read book. This book addresses the ups and downs of a friendship between two boys. One boy wants to be the boss and the other declares that they are "enemies." Finally, they are the best of friends.Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Cognitive

small/large group

Evaluation: The child will recognize the attributes of a true friend.Helpful Hints: Make a list of traits of a friend.

* Udry, Janice. Harper, 1961.

TITLE: I Was So Mad *Purpose: to distinguish between emotional expressions (to react to other's emotions)Materials:Description: This book and pictures relate to situations which sometimes result in such reactions as frustration, anxiety, humiliation, and loss of control.Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Cognitive

small/large group

Creative Expression

Evaluation: The child will be able to talk about his inner feeling of anger and be aware of appropriate reactions of anger.Helpful Hints: After a short discussion of the book, ask the children to tell of one thing that makes them mad and list on a chart.

* Simon, Norma. Chicago: Albert Whitman & Co., 1974.

TITLE: Madeline *

Purpose: to express emotions using appropriate behavior, recognizes when a person is hurt or needs help

Materials:

Description: This book tells of a small child named Madeline who has to have an emergency appendectomy and the reactions of her friends who want the special attention that a hospital stay entails.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive
Communication

small/large group

Evaluation: The child will be aware of the emotional feeling of jealousy.

Helpful Hints: Allow time for discussion of situations in which the child has had jealous feelings.

* Bemelmans. New York: The Viking Press, 1967.

TITLE: Special Friends *

Purpose: to respond to familiar persons

Materials:

Description: Read book. This book addresses a special friendship between a young girl and her elderly neighbor. The young girl tells of her rewarding and enjoyable visits.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

To relate personal experiences

small/large group

Evaluation: The child will listen to the story and relate personal experiences with the aged.

Helpful Hints: Discuss persons who are elderly that the children are associated with and list.

* Berger. Julian Messner, 1979.

TITLE: The Dead Bird *

Purpose: to express emotions using appropriate behavior and/or words
(verbalizes sympathy)

Materials:

Description: Read book. This book addresses the death of an animal and how the children that found the dead bird had a funeral service and burial.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

To relate personal experience small/large group

Evaluation: The child will ask questions and tell of personal experiences related to death.

Helpful Hints: Prepare children for the subject of the book and allow for discussion after the story.

* Brown, Margaret Wise. Addison-Wesley Publishing Co., Inc., Massachusetts, 1965.

TITLE: I Have Feelings *

Purpose: to distinguish between emotional expressions

Materials:

Description: Read book. This book addresses a child's response to different situations with various feelings.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Communication small/large group

Evaluation: The child will recognize the many feelings expressed in the book.

Helpful Hints: This book has real pictures that are helpful in the overall topic of the book.

* Berger, Terry. Behavioral Publications, 1971.

TITLE: Traffic Light SongPurpose: to identify occupations of people in the communityMaterials:

Do you know what the traffic light says to do?
 Do you know what the traffic light says to you?
 Yellow says be careful;
 Green says you may go;
 But red is most important,
 It says STOP you know?

Description: Teach as a chant or song.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Creative Expression

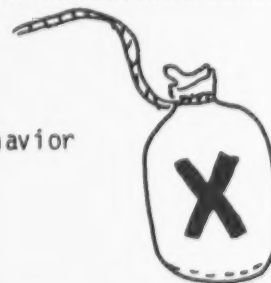
small group

Evaluation: The child will learn the song.

Helpful Hints: To reinforce community helpers unit, have actual visitors come into the classroom to tell of their occupations (such as policeman, fireman, ambulance driver, nurse, dentist, etc.)

TITLE: Punching BagPurpose: to express emotions using appropriate behaviorMaterials:

Punching bag made from old pants leg.
 Directions: Cut off bottom part of pants leg.
 Sew across bottom and tie at top with cord. Stuff with old newspaper, polyfill or foam rubber. Hang from the ceiling - against a wall.



Description: Make an "X" of tape on the punching bag for the target. Let the child punch the bag to express emotions.

Time: 3 - 5 minutesRelated Skill(s)/Developmental Areas: Format:

Motor

individual

Evaluation: The children will express their feelings by punching the bag.Helpful Hints:

TITLE: Temper Tantrums Suggestions

Purpose: to express emotions using appropriate behavior

Materials:

None

Description:

Helpful Hints:

EMERGENCY!

There are times when children are so out of control that you need to take emergency measures before you can begin to think about using relaxation techniques. The following examples illustrate some things that work in times of emergency:

Stroking

Gently stroking a child's back or arms or shoulders will help ease tense muscles. Stroking can have a fairly rapid therapeutic effect on a tense, over tired child.

Holding

Approaching a child from behind and wrapping your arms tightly about her or him will sometimes help to calm a tantrum.

Hugging

Hugging is especially helpful for drying tears. Hugging with a rocking motion can be soothing to jangled nerves.

Isolation

Being alone in a comfortable space, without nagging or quizzing, can give an out-of-control child an opportunity for some much-needed emotional release. Children need reassurance during such times that it is all right for them to be upset and to express their feelings in their own way. It is better to let children release their emotions than to suppress them. Isolation means that there is no audience for tantrums, crying jags, or emotional outbursts, but that someone is near to give physical comfort and reassurance when it's all over.

Encouragement

There are some children who get so out of control that you must help them regain control to keep them from getting too physically exhausted. One technique that works with some children is to encourage them to cry louder, to scream harder, to kick something (unbreakable!), to stamp on the floor, or to bang fists on a table top. Just stopping to respond to the suggestions is a change of pace. If the children have paused even for an instant to hear what the teacher is saying, then the child is no longer out of control.

Food

A nutritional snack, unless the child is too agitated to eat, will sometimes speed the relaxations of tense muscles.

TITLE: Vehicles

Purpose: to participate in activities imitating familiar incidents
to recognize occupational vehicles of the city

Materials:

Large cardboard box, such as refrigerator box for bus, firetruck, car, dump truck, train.

Description: Cut box to resemble vehicle. Use a vacuum hose for a fire truck hose or cut many windows in the box to resemble a bus. Paint, if desired.

Time: Preparation time could take days

Related Skill(s)/Developmental Areas: Format:

Following directions small group
Completes a project that is long term
To identify occupations of people in the community

Evaluation: Upon completion of project, kids can use as a special temporary center for a few children at a time to enjoy. The children will role-play and imitate the people associated with the vehicle.

Helpful Hints: Glue cloth or upholstery scraps on the bottom of the box if using as a moving vehicle, so it will pull smoothly and not scratch floor.

TITLE: Clean-Up Song

Purpose: to use as a signal to complete simple household chores

Materials:

Description: Teach as a song or chant:

Clean-up, clean-up,
Now's the time to clean up.
Clean-up, clean-up,
Now's the time to clean up.

Use this song after center work. Announce clean-up time about ten minutes before time for another activity to give the children ample time for cleaning.

Time: 5 - 7 minutes

Related Skill(s)/Developmental Areas: Format:

Understands the need for rules large group

Evaluation: When a child hears song, he will clean up his area where he is working.

Helpful Hints:

TITLE: Show Me

Purpose: to express emotions

Materials:

None

Description: Have the children gather around you on the floor in a loose circle, semicircle, or other casual grouping. Tell them to get into comfortable positions.

Say: Show me on your faces how it feels to be happy. Don't tell me about it. Just show me on your faces. Show me on your faces how it feels to be sad. Show me on your faces how it feels to be disappointed. Show me on your faces how it feels to be jealous. Show me on your faces how it feels to be lonely. Show me on your faces how it feels to be surprised. Show me on your faces how it feels to be worried. Show me on your faces how it feels to be excited. Show me on your faces how it feels to be afraid. Show me on your faces how it feels to be relaxed.

Add or substitute other feelings to meet the needs of specific individuals or the group as a whole. To vary this game, say, "Show me by the way you move how it feels to be happy," "Show me by the way you move how it feels to be sad," and so forth.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Communication
Cognitive

large group

Evaluation: The children will be able to make appropriate facial expressions and body movements to show feelings.

Helpful Hints:

TITLE: If You're Silly

Purpose: to distinguish between emotional expressions

Materials:

None

Description: Teach the song and follow directions in the song.

If you're angry and you feel it stamp your feet,
If you're angry and you feel it stamp your feet,
If you're angry and you feel it,
Show us all how you would show it,
If you're angry and you feel it stamp your feet.

Other verses

If you're mean and you feel it scrunch your face,
If you're silly and you feel it dance a jig,
If you're scared and you feel it give a shriek,
If you're sad and you feel it cry boo-hoo,
If you're selfish and you feel it bow your head,
If you're proud and you feel it stand up tall,
If you're tired and you feel it give a yawn,
If you're sleepy and you feel it blink your eyes,
If you're loving and feel it throw a kiss,
If you're glad and you feel it smile a smile,
If you're excited and you feel it give a jump,
If you're relaxed and you feel it flop around.

(Tune: "If You're Happy and You Know It.")

Children can be encouraged to make up their own verses.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

To express feelings large group
To recognize the need to follow directions

Evaluation: The child will sing the song and follow directions.

Helpful Hints: A chart tablet can be used to list different things that make the child feel the emotions, such as anger, silly, scared, sad, selfish, tired, etc.

TITLE: How Do You Do, My Partner?

Purpose: to identify large body parts

Materials:

None

Description: Have the children select a partner and stand facing each other; they should change partners for each new verse.

How do you do, my partner, my partner, my partner?

How do you do, my partner, my partner today? (shake hands)

I rub your hand my partner, my partner, my partner,

I rub your hand my partner, my partner, today. (rub each other's hands)

Other verses

I pat your cheek my partner,

I rub your arm my partner,

I pat your back my partner,

I bump you hip my partner, (bump with hips)

I clap you hands my partner, (clap as in "Patty-Cake")

I swing your arms my partner, (hold hands, swinging arms)

I give a hug my partner,

I back-to-back my partner, (bump with buttocks)

I shoulder-bump my partner, (bump with shoulders)

(Tune: "Here We Go 'Round The Mulberry Bush")

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

To perform intentional body movements small/large group

To participate in body games

Evaluation: The child will listen to verses and follow the directives in the song.

Helpful Hints: To avoid possible disturbances, separate "best" friends and direct them to a new partner.

TITLE: When I'm Angry

Purpose: to express emotions using appropriate behavior

Materials:

None

Description: Teach song and express emotions in song.

When I'm angry, I stamp my foot, stamp my foot, stamp my foot,
 When I'm angry, I stamp my foot, so early Monday mornings.
 When I'm sad, I cry some tears, cry some tears, cry some tears,
 When I'm sad, I cry some tears, so early Tuesday mornings.
 When I'm glad, I smile and grin . . . Wednesday mornings.
 When I'm afraid, I cave all in . . . Thursday mornings.
 When I'm confused, I shake my head . . . Friday mornings.
 When I can't decide, I stroke my chin . . . Saturday mornings.
 When I love, I throw a kiss . . . Sunday mornings.

Continued verses:

When embarrassed, I hide my face . . . Monday mornings.
 Disappointed, I pout my lips . . . Tuesday mornings.
 When I hate, I turn my back . . . Wednesday mornings.
 When I forget, I bow my head . . . Thursday mornings.
 When I'm surprised, I open my mouth . . . Friday mornings.
 When I'm upset, I bite my lips . . . Saturday mornings.
 When I'm excited, I jump around . . . Sunday mornings.

(Tune: "Here We Go 'Round the Mulberry Bush")

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions small/large group
 To perform intentional body movements

Evaluation: The child will react to emotions in song by using body movements.

Helpful Hints: Using a chart, have children list things that make them angry, sad, glad, afraid, confused, embarrassed, disappointed, surprised, excited, etc.

TITLE: Leap With Name Shout

Purpose: to demonstrate self awareness; to perform intentional body movements

Materials:

Small stuffed object

Description: Dialogue: "As you leap over the rock (stuffed object), you will shout your name as loud as you can while you are high in the air . . . spread your arms . . . Make your neck long . . . And say Johnny - or - Sheila - or - Danny."

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Gross motor

small/large group

Creative expression - dramatics

Evaluation: The child will express no inhibitions to jump for joy.

Helpful Hints: Using a small stuffed object could possibly prevent an injury, if a child falls on it. Beat a drum just before the child is about to leave the floor. The children feel as though the beat of the drum is sending them into space. A shy child may get courage from hearing other children shout with joy and exuberance. Self-discipline is built into the exercise - "Shout your name only while you are high in the air" - it is unlikely that this will develop into uncontrollable noise. Use of music in background enhances activity.

TITLE: Pantomiming Jobs

Purpose: to participate in activities imitating familiar incidents

Materials:

5"x5" cards with familiar objects - telephone, broom, bed, scissors, chair, vacuum, dust cloth, dishes, letter, newspaper, etc.

Description: The child will look at the card picked from the pile and try to dramatize an activity that involves the object on the card. The other children try to guess what object is on the card.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Taking turns

small/large group

Demonstrates decision making skills

Evaluation: The child will identify the object on the card and dramatize a familiar activity.

Helpful Hints: Emphasize to the group to allow the child pantomiming the activity to finish before they begin to guess.

TITLE: Twirling

Purpose: to interact with others

Materials:

None

Description: Dialogue: "You will go across the room one at a time, twirling around and around until you get to me (stand far enough from the group that they cannot see the color of your eyes) . . . When you get here, whisper in my ear and tell me what color my eyes are . . . Keep it a secret." (When child twirls into your arms, hold him/her. Look into his/her eyes until he/she makes a guess at your eye color, then give a hug and send the child to the end of the line. By this time, his dizziness is gone.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Plays cooperatively with other children by understanding the concept of sharing	small/large group
To develop spatial awareness	
Gross Motor	
To encourage touching people you care about	

Evaluation: Turning is probably the most complex of all of the basic movement skills.

Helpful Hints: It would be helpful to have an assistant to begin the children spinning. Since most children are getting dizzy and possibly straying off direct line to you, it helps to speak encouragingly.

TITLE: Clapping OrchestraPurpose: participates in hand activitiesMaterials:

None

Description: Dialogue: "Clap with me to the music . . . I'm the orchestra leader. When I clap, everyone else clap . . . When I turn my hand up, everyone stop . . . When I point to one of you, clap all by yourself . . . Now my hand says, "Stop" to you and I point to someone else. Now it's your turn to clap all by yourself. I can also point to two people at the same time. My hand says, "Stop" to you. And I clap to the music. That's right! When I clap, everyone else claps."

Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

To recognize the need to follow directions small/large group
Makes simple decisions

Evaluation: The child will lead the group in a following directions activity.

Helpful Hints: Teacher is orchestra leader in beginning, then let children participate. Inform group that every child will not be able to lead the orchestra because of time. Clap to recorded music.

TITLE: Talking RhythmsPurpose: to distinguish between emotional expressionsMaterials:

Tambourine

Description: Have children move their whole bodies to express emotions:
1) shyness, 2) sadness, 3) fear, 4) joy, 5) anger 6) peace. Have children begin by using only feet to express emotions, progressing to entire bodies.
Dialogue: "Can you be "angry" with your whole body?"

Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Performs intentional body movements small/large group
Gross Motor

Evaluation: The child will be able to express emotions through body movements.

Helpful Hints: In the beginning, the tambourine will be sufficient background; later, music can be added.

TITLE: The Three Bears

Purpose: to participate in body activities

Materials:

None

Description: Teach clapping rhythm of Three Bears. Begin by slapping thighs and clapping hands in a 4/4 time. Chant lyrics to Three Bears in rhythm to clapping.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

To perform intentional body movements small/large group

Evaluation: The child will enjoy the song/chant.

Helpful Hints:

The Three Bears

Once upon a time
in a nursery rhyme - -
There were three-e-e-e bears.

One was the Papa Bear
One was the Mama Bear
And one was the weeeee - - - Little Bear!

They all went a-walking
in the deep woods a-talking - -
Along came a little girl
With long golden curls - - and her name was Goldilocks!
And up up-on the door she knocks
No one was there - -
She didn't care! She walked right in and had herself a ball!

Home came the three-e-e-e bears!
(deep voice) "Someone's been eating my por-ridge!" said the Papa Bear,
said the Papa Bear.
(high voice) "Someone's been eating my por-ridge!" said the Mama Bear,
said the Mama Bear.
(higher voice) "Hey, Mama Bear," said the little wee bear,
"somebody's broken my chair" - - Ahh! (raise hands)

Goldilocks woke up and broke up the party and beat it out of there!
(deep voice) "Bye, bye, bye" said the Papa Bear, said the Papa Bear.
(high voice) "Bye, bye, bye" said the Mama Bear, said the Mama Bear.
(higher voice) "Hey, Mama Bear," said the little wee bear,
"Somebody's broken my chair" - - Ahh! (raise hands)

TITLE: My Old Grandad *

Purpose: to develop a feeling of security within the family unit

Materials:

Description: Review the book. The book addresses these points: 1) emphasizes the death of a grandmother and the grandfather coming to live with his daughter's family, 2) tells of the sadness of the grandfather who misses the grandmother and the hardship it made on the family he came to live with.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Communication

small/large group

Evaluation: The child will listen to the story and ask questions.

Helpful Hints: If this book contains too many words in print for younger children, review book and tell the story by using the pictures for emphasis. Associated activity: list children's names on chart paper. Have each child name each family member and teacher can put total numeral of family members by child's name.

* Harranth, Wolf. Oxford, London, 1981.

TITLE: Recognizing Names

Purpose: to demonstrate self-awareness

Materials:

Each child's name written on 10" x 3" cards

• Brian

Description: Upon arriving in the morning, each child's responsibility is to find his/her own name and attach to a ring clip or a designated hook.

Time: 5 - 7 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive
Communication
Motor

independent

Evaluation: The child will be able to identify his/her name.

Helpful Hints: This aids the teacher to see who is absent. First, begin with recognition of first name, progressing to last name, then to middle name recognition.

TITLE: Nana Upstairs and Nana Downstairs *Purpose: to develop a feeling of security within the family unitMaterials:Description: Read the book for review before reading to children. This book addresses the inter-generational death of a great-grandmother and emphasizes family ties and bonding between relatives. This is an excellent resource to use to help children cope with death and to emphasize the stairstep of age within a family.Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

Communication

small/large group

Evaluation: The teacher will read the book and answer the children's many questions that arise.Helpful Hints:

* dePaola, Tomie. New York, 1973.

TITLE: Following Footsteps GamePurpose: to encourage play with others and taking turnsMaterials:vinyl or rug samples, 6" polyfoam cube with one to six dots drawn on it
(die)Description: Trace your right and left foot on tracing paper. Using them as a pattern, cut out 20-30 feet from the vinyl or rug samples. Place the feet on the floor, close enough together so the children can hop or step from one to the other. Children take turns rolling the die and taking steps on the feet as that number comes up.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Gross motor

small group

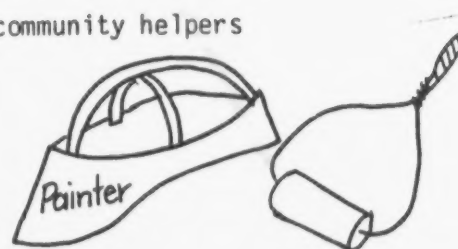
Cognition

Following directions

Evaluation: The child will count the correct amount of footsteps to proceed.Helpful Hints: Feet can also show children where to go for new activities. For variation: the children can step, jump, hop, go backwards, etc. from foot to foot.

TITLE: Painter's Visor and RollerPurpose: to encourage dramatic role play of community helpersMaterials:

bleach bottle, adhesive tape
 elastic, wire coat hanger
 piece of thin foam material
 two thread spools, juice cans



Description: Painter visor - Cut the bleach bottle in the shape of a visor. Cut eight small holes near the top of the visor. Two each at front, back and opposite sides. Cut two strips of elastic long enough to go from front to back and side to side. Sew the ends of the elastic to the inside of visor through the holes. Write "painter" on front. Paint roller - Glue foam materials to juice can. Stretch out the wire hanger and "thread" it through holes in the two spools. Put the hanger through the plastic can so the spools are inside the can. Bend hanger to form handle. Cover the handle with adhesive tape.

Time: 15 - 20 minutesRelated Skill(s)/Developmental Areas: Format:

Motor
 Creative Expression

individual/small group

Evaluation: Teacher observationHelpful Hints:

TITLE: Box CameraPurpose: to develop the use of the imaginationMaterials:

Cocoa can, glue, scissors,
large flat button, colored
construction paper, cardboard,
long shoelace



Description: Punch holes in side of cocoa can. Glue the construction paper over the can label. Make a "lens" by glueing the button to the middle of the front of the can. String the shoelace through the two holes and tie securely. Write word CAMERA. Cut out pictures from magazines, glue them onto square pieces of cardboard and put them in the box.

Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Dramatic play
Taking turns, sharing

, small group

Evaluation: Teacher observation

Helpful Hints: Real photos of each child can also be used. Pictures can be removed from the box after the child "takes" a picture and counts to ten.

BOOK LIST TO BE USED WITH SOCIAL EMOTIONAL ACTIVITIES

Let's Be Enemies, Janice Udry

I Was So Mad, Norma Simon

Madeline, Bemelmans

Special Friends, Terry Berger

The Dead Bird, Margaret Wise Brown

I Have Feelings, Terry Berger

The Story Of Ping, Majorie Flack

My Old Grandad, Wolf Harranth

Nana Upstairs And Nana Downstairs, Tomie dePaola

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- Miller, Maureen. Help Your Child For Life. Argus Communication, Niles, Illinois, 1978.
- Mitchell, Grace. A Very Practical Guide to Discipline with Young Children. Telshare Publishing, Inc., Marshfield, Massachusetts, 1982.
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TIPS FOR CREATIVE EXPRESSION

Arts and crafts, drama and music are often reserved as the "treats." They are the activities that happen "if" -- "if" there is time, "if" you are very, very quiet, "if" the teacher can get the materials together -- if. Creative expression is extremely important. It can be the mirror of the emotions. It can be a solution to a thinking problem on which a child has been working. Regular open-ended times for creative expression are very important for youngsters. Include them as often as possible and make creative activities a part of unit work, free time, storytelling, science, movement, and outdoor play. The key to these activities is spontaneity! These activities should be fun for the teacher and the children. These suggestions may help in organizing an environment where creativity is fostered.

1. Set the mood by being relaxed and calm during this activity time.
2. Expect cooperation. Plan on children enjoying themselves and eagerly working with materials you will present.
3. Have all materials ready before beginning an activity.
4. Allow for individual expression. Inspire children rather than dictate to them.
5. Reinforce honest, creative effort.
6. Develop clean-up procedures which children can handle so they can be responsible for their own work.
7. Display art work.

8. Some children will be very inexperienced with activities for creative expression. Allow time for children to feel comfortable with materials.
9. Know the song. If it's a music activity you are working on, it is very important that you learn the song before you try to teach it.
10. Enjoy it.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

EQUIPMENT/MATERIALS FOR CREATIVE EXPRESSION

rhythm instruments

sheer curtains to make music accessories

record player

materials to make puppets

tapestry needles

yarn, string

brayers

tempera paint

burlap

colored toothpicks

tape

styrofoam

pipe cleaner

small sponge rollers

large styrofoam packing crate (motorcycle)

miscellaneous collage materials: toothpicks, cupcake papers, feathers, markers, etc.

models of familiar domestic and farm animals

baby lotion

dishwashing liquid

movement record

old glove

sewing materials and cloth scraps

elastic, narrow

scarves

liquid starch

playdough ingredients

vegetable peeler

dental floss

long, thin cardboard tube

contact paper

jingle bells

plastic covered wire (telephone wire, electricians wire)

discarded panty hose elastic

CE-5

ACTIVITIES FOR CREATIVE EXPRESSION

TITLE: Shake My Hand

Purpose: to produce music with voice

Materials:

None

Description: Demonstrate the proper way to shake hands. Sing song, holding hands going in a circle, stopping to shake hands as lyrics of song suggests.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Social skills

small/large group

Shake My Hand

(Tune: "Oh, Susannah")

Oh, I like to say hello, hello,
It means how-do-you-do.

(Holding hands going in a circle.)

Oh, I like to say hello, hello,
To you, and you, and you.

(While holding hands, everyone goes
towards center of circle. Clapsed
hands are thrust out and touched one
to another)

(Chorus)

Hello in the morning, hello everyone,
We'll sing and play and work and dance,
And have a lot of fun.

(Children shake hands with
person on right, then with
person on left.)

(Sing the song again, substituting "shalom," "aloha," "hola," and so forth,
for "hello.")

Helpful Hints: You might first have everyone shake hands with you and then with
each other for practice.

TITLE: Baby Chick

Purpose: to pantomime verse or poetry

Materials:

None

Description: This verse is not only fun to dramatize, but also thought provoking.

BABY CHICK

Peck, peck, peck
On the warm brown egg.
Out comes a neck
Out comes a leg.
How does a chick
Who's not been about,
Discover the trick,
Of how to get out?

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Listening
Gross motor

large group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Clown Paint

Purpose: to encourage creative dramatic experiences

Materials:

1/8 cup baby lotion
dry tempera paint
squirt of dishwashing liquid

Description: Mix up several colors of clown paint. Paint each child's face under their specification (sad, happy, big eyes, eyebrows, etc.). Pretend to be clowns in a circus.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Social

individual

Helpful Hints: Be sure to have a mirror handy. A coating of cleansing cream under the clown paint makes it easier to come off.

TITLE: A Falling LeafPurpose: to participate in characterization in rhythmic movementsMaterials:

None

Description: Dialogue - You're a leaf, hanging on a tree. Along came a fall breeze and rustles all the leaves, so that some of them fall off the tree and float quietly down-down-down in the air, to rest upon the ground. .Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Following directions	small/large group
Social/emotional skills	
Listening skills	
Gross motor	

Evaluation: Teacher observation.Helpful Hints: Excellent introduction to this activity - have each child hold a leaf and let it fall - have them observe the way it floats.

TITLE: Indian DrumsPurpose: to use body movements to "keep time" to regular beatMaterials: Chant the following to dance and drum beat.

Drum	Hah'-yah-yah-yah
	Hah'-yah-yah-yah
	In'-dian beats his drum.
	Hah'-yah-yah-yah
	Hah'-yah-yah-yah
	Beats his big' tom-tom
	Waaaaah!

Description: Dancing motions can be imitated as children move their heads and feet in rhythm to the beat, accompanied by drum.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Creative dramatics	large group
Gross motor	

Evaluation: Teacher observation.Helpful Hints:

TITLE: "Jack And The Beanstalk" Musical Story

Purpose: to dramatize a familiar story

Materials:

xylophone, drum, wood block, autoharp, tambourine, cymbal

Description: Take a familiar story and add sound effects. For this story, you may do the following: Jack climbing the beanstalk - xylophone; giant walking - drum; hen clucking - wood block; Jack descending - xylophone; moneybag - tambourine; chopping the beanstalk - wood block; beanstalk falling - cymbal.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions

small group

Evaluation: Teacher observation.

Helpful Hints: Read the story first, then reread and add sound effects.

TITLE: Skating On A Pond

Purpose: to participate in classroom drama experiences

Materials:

None

Description: Children move about the floor in stocking feet as if they were skating on ice. A slick surface helps to make the exercise more authentic.

It's a cold wintery day and you're going skating on a frozen pond. Sit down on this log and put your skates on over your socks. Don't forget to tie them up tight! Are you ready to go out on the ice?

Try to skate very slowly at first, until you warm up. Now can you go faster? Try turning around in a circle. Can you skate with a partner? What else can you do on the ice? Did you fall down? Ouch!

Time to go home! It was so much fun, but there's always tomorrow!

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Gross motor
Following directions
Listening skills

large group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Move And FreezePurpose: to participate in action songsMaterials:

Movement record
Record player

Description: The children may walk, skip, hop, gallop any way they choose within a designated area. When the children hear the music stop, each child freezes in their position.

Time: 10 minutesRelated Skill(s)/Developmental Areas:Format:

Following directions
Social/Emotional
Gross motor

small/large group

Evaluation: Teacher observation.Helpful Hints: Important to stress moving without touching anyone else.

Variations: on the signal (music stopping), have the children change directions; move forwards, backwards or sideways.

TITLE: Finger PuppetsPurpose: to develop creative expression through puppetsMaterials:

Old glove
Needle, thread
Scissors
Bits of cloth, fringe, yarn, ribbon

Description: Cut the fingers off the glove. Hem the bottom of each finger to prevent raveling. Sew on fringe, ribbon, etc., to make unique faces on each finger. Puppets are worn on fingers and are used in all kinds of creative dramatics.

Time: 10 minutesRelated Skill(s)/Developmental Areas:Format:

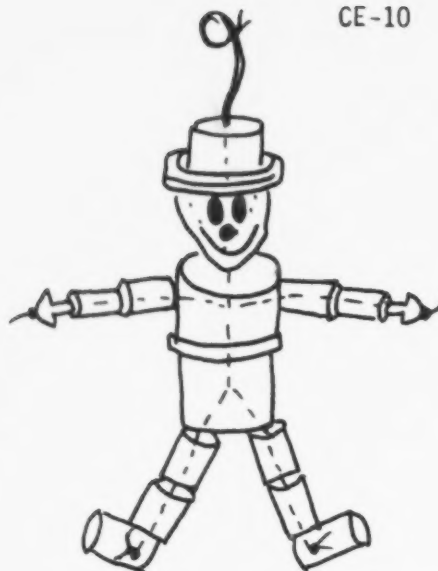
Language development
Fine motor
Social/Emotional

independent
small group

Helpful Hints: Adults wearing finger puppets can play hide and seek games with infants.

TITLE: Lid PuppetsPurpose: to encourage dramatic playMaterials:

About 15 assorted plastic
and metal can tops
Empty lemon-shaped lemon
juice container
3 small buttons, narrow elastic (3 pieces)



Description: Arrange caps in the shape of a body. Melt a hole with a heated nail in the middle of the top of all of the caps except feet and lower trunk. Cut a long piece of elastic. String it through the hat, head and trunk. Cut another piece of elastic and string it through the arms and trunk. Cut a piece of elastic and tie one end to the elastic in the lower trunk. Thread it through the other hole and thread the leg and feet caps. This knots around a button inside each foot. Put a button on the elastic above the hat. Tie a loop and knot there. Draw in facial features with a magic marker. (This puppet is made by the teacher.)

Time: 10 - 15 minutesRelated Skill(s)/Developmental Areas: Format:

To encourage reaching and grasping
Social/emotional

individual/small group

Evaluation: The child will use the puppet to act out scenes with other puppets.

Helpful Hints: Puppet may be placed over crib for young infants to see, and later for them to pull and watch it bob.

TITLE: 5 Little Chickadees

Purpose: to participate in classroom drama experiences

Materials:

5 scarfs

Description: The teacher selects 5 children to be the 5 chickadees. As the group is singing the song "5 Little Chickadees", 5 little "chickadees" act out the song by "flapping" their scarfs.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions

small/large group

Music

Social/emotional

Gross motor

Evaluation: Teacher observation.

Variation:

Five Little Bunnies

(This short finger play adapts easily to an Easter skit and can be enhanced with bunny tails and ears. It also reinforces math concepts.) Formation: Squatting in a line.

Five little Easter bunnies sitting on the floor

One hopped away, then there were four.

Four little Easter bunnies looking at me

One hopped away, then there were three.

Three little Easter bunnies looking at you

One hopped away, then there were two.

Two little Easter bunnies sitting in the sun

One hopped away, then there was one.

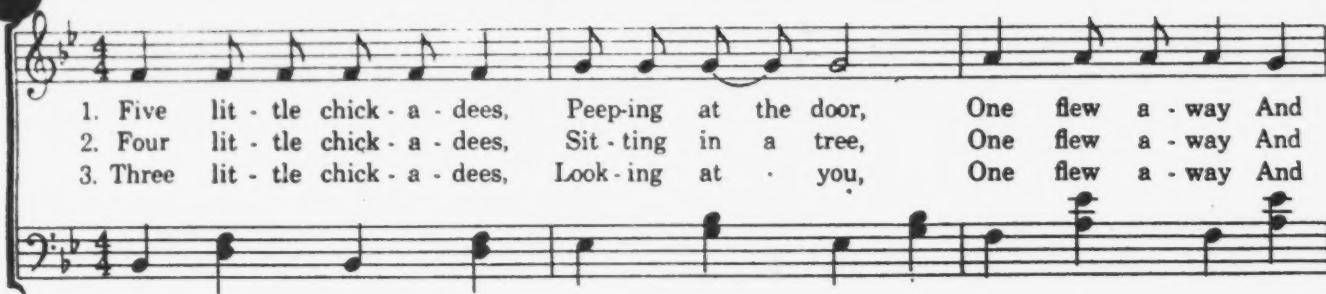
One little Easter bunny sitting all alone

He hopped away, then there was none.

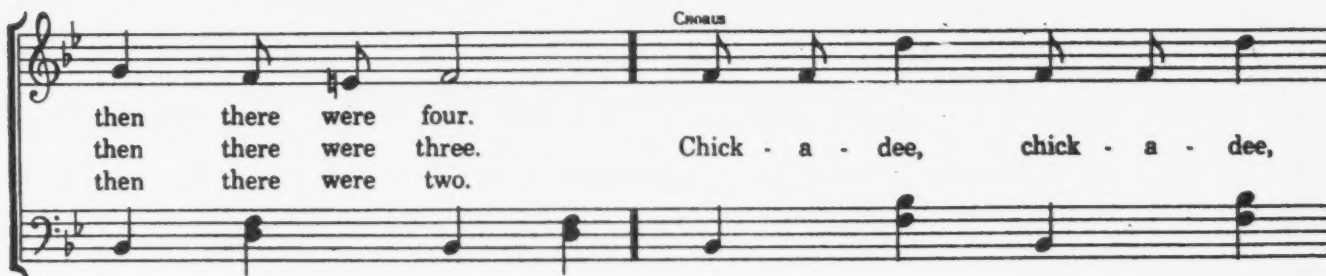
Helpful Hints:

Five Little Chickadees

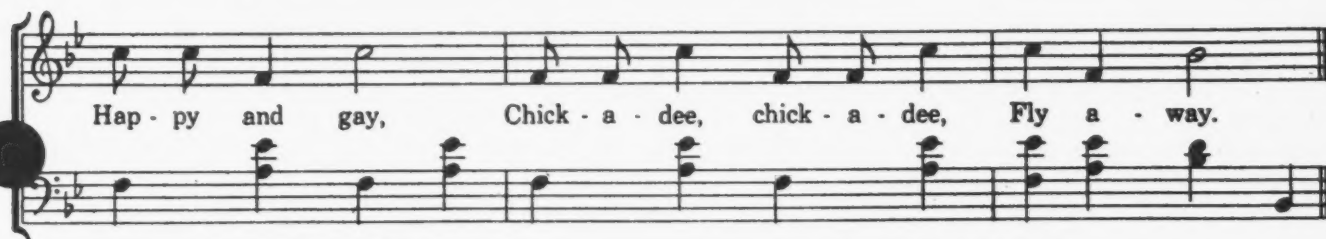
Singing Game



1. Five lit - tle chick - a - dees, Peep-ing at the door, One flew a - way And
 2. Four lit - tle chick - a - dees, Sit - ting in a tree, One flew a - way And
 3. Three lit - tle chick - a - dees, Look - ing at - you, One flew a - way And



then there were four.
 then there were three. Chick - a - dee, chick - a - dee,
 then there were two.



Hap - py and gay, Chick - a - dee, chick - a - dee, Fly a - way.

4. Two little chickadees,
 Sitting in the sun,
 One flew away
 And then there was one.

5. One little chickadee,
 Left all alone,
 It flew away
 And then there was none.

TITLE: Tiptoe Through The Leaves

Purpose: to participate in action songs

Materials:

None

Description: Children pretend to tiptoe through the fall leaves scattered about the floor. They may kick with their toes as they join in the chant/song (see below.)

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Listening skills
Social/Emotional
Gross motor

small/large group

Evaluation: Teacher observation.

Tiptoe Through The Leaves

(Formation: Scattered)

Now the leaves are all over the ground - red leaves, orange leaves, brown leaves, yellow leaves. Let's pretend to tiptoe through the leaves on our way to school. Chant:

Tip'-toe, tip'-toe
Make your feet go tip'-toe
Tip'-toe, tip'-toe
Through the autumn leaves.

Now we're on our way home from school. Let's pretend to kick the leaves up into the air, as we say:

Kick'-ing, kick'-ing
Make your feet go kick'-ing
Kick'-ing, kick'-ing
Through the autumn leaves.

(Variations: Skip'-ping, skip'-ping, Shuf'-fling, shuf'-fling.)

Helpful Hints:

TITLE: Silly PuttyPurpose: to produce object out of different art mediaMaterials:

2 parts white glue
1 part liquid starch

Description: Mix together ingredients. Child uses to mold and press into desired shapes and forms.Time: 5 - 10 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.Helpful Hints:

TITLE: Play DoughPurpose: to use art media for representation by using clay to represent specific objectsMaterials:

2 C. flour
2 C. water
1 C. salt
4 tsp. cream of tartar
2 T. cooking oil
Food coloring

Mix dry ingredients in a heavy aluminum
saucepan. Add colored water and oil.
Mix. Stir over medium heat until dough
pulls away from sides of pan (about
3 - 5 minutes)

Description: Child uses to mold into different shapes.Time: 5 - 10 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

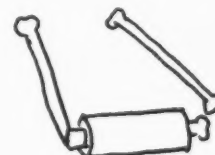
Evaluation: Teacher observation.Helpful Hints: Store in an airtight container. Keeps 6 - 8 weeks.

TITLE: Roller PaintingPurpose: to develop imaginative expression through artMaterials:lace, upholstery scraps
child's rolling pinDescription: Using rubberbands, secure lace or upholstery scraps on a child's rolling pin. Roll across paint drops on a wet surface, such as fingerpaint paper, cookie sheet.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.Helpful Hints:

TITLE: Painting With Sponge RollersPurpose: to develop imaginative expression through artMaterials:Small foam hair rollers
(add an extra part to the roller
for a "handle")Description: Using tempera paint and holding onto the plastic part of the roller, roll the sponge part into the paint. Paint by rolling the sponge on manilla paper.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.Helpful Hints: Use different sponge rollers for each color of tempera.

TITLE: Styrofoam SculpturePurpose: to develop inventive expression through artMaterials:

Sheet styrofoam, used for packing
 Colored pipe cleaners, wire, and/or colored
 toothpicks



Description: Give each child a 6" x 6" square of styrofoam. Let each child pick and choose 1 or all 3 of the art materials to create a "masterpiece."

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.

Helpful Hints: A touch of glue in the hole where the toothpick, wire, or pipe cleaner goes in, will hold it together more securely.

TITLE: Tape ArtPurpose: to engage in art expression with a variety of materialsMaterials:

Colored plastic tape
 Manila paper
 Scissors

Description: Using colored plastic tape, the child will cut and tape in a design of their choice.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

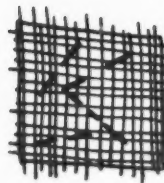
Evaluation: Teacher observation.Helpful Hints:

TITLE: "Porcupine Art" Burlap Pictures

Purpose: to use variety of art materials

Materials:

6" x 6" burlap squares
Colored toothpicks



Description: Stick colored toothpicks into the burlap square to make a creative design.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.

Helpful Hints: Tape or sew around burlap squares to prevent raveling.

TITLE: "Evergreen" Painting

Purpose: to use a variety of art materials

Materials:

Evergreen sprigs
Tempera paint
Manila paper

Description: Paint with evergreen sprigs for paintbrush. Emphasize delicate painting.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Spool PaintingPurpose: to use a variety of art materialsMaterials:

Brayers made with spools and
wire coat hanger
Tempera paint
Manila paper

Description: Dip brayers in paint and make lines, stripes and plaids on manila paper.Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Fine motor

individual

Evaluation: Teacher observation.Helpful Hints: After using brayer with black paint, add a spider to make a spider's web. Emphasize fabric patterns, such as stripes, plaids.

TITLE: Carrot NecklacesPurpose: to develop creative expressionMaterials:

Carrots, peeler, string or dental floss, tapestry needles

Description: Scrape outside of carrot. Cut carrots into medium-sized slices. Measure string long enough to go over child's head. Thread needle. Thread carrot slices. Tie ends. Let necklace dry for 10 days.Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

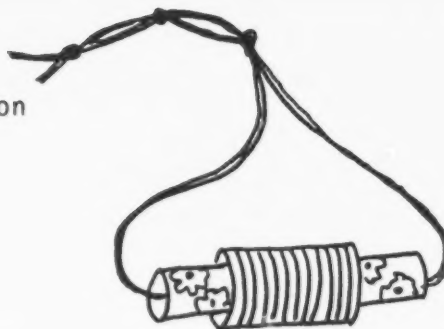
Fine motor
Language development

individual/small group

Evaluation: The child will complete a carrot necklace.Helpful Hints: Be sure to allow enough carrots for eating.

TITLE: Musical Roller Pull ToyPurpose: to develop music appreciationMaterials:

Long, thin cardboard tube
 short, wide cardboard tube
 string, small bells,
 scissors, contact paper



Description: Cover each tube with different contact paper. Slip the wider tube over the thin tube. Cut a long piece of string. Put it through the long, thin tube. Put the bells on the string so they are inside the long, thin tube. Tie the 2 ends of the string in a knot about 12" from the tubes. Tie the rest of the string in knots.

Related Skill(s)/Developmental Areas: Format:

Gross motor
 Fine motor (grasping)

individual
 infant

Evaluation: Teacher observation of child's response to auditory stimulation.Helpful Hints:

TITLE: KazoosPurpose: to encourage musical expressionMaterials:

Cardboard tube
 wax paper
 thick rubber band
 scissors
 colorful contact paper



Description: Cover tube with contact paper. Cut wax paper a few inches larger than the tube rim. Wrap the wax paper tightly around the end; put the rubber band around it to keep it on. Cut a small hole (about 1/4" diameter) with scissors near the wax paper end of the tube.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Listening
 Memory skills
 Following directions

small group
 individual

Helpful Hints: Child hums or sings "do-do-do's" into the open end of the tube. Two children might take turns copying each other's "kazoo rhythms."

TITLE: Stop - The - Music Letter Game

Purpose: to encourage games that involve music

Materials:

26 pieces of paper (on each piece of paper print a letter of the alphabet, capital and small side by side.)
Record player

Description: Place the 26 sheets of paper in one or two rows on the floor, not too close together. Start the music, either by playing a record or singing. When the music starts, the children walk in a circle around the row of papers. After a short while, stop the music. As soon as the music stops, each child tries to stand on the paper nearest him.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Develop attention	large group
Recognize letters, numerals	
Following directions	
Auditory perception	

Evaluation: The children will enjoy the music through participation of the game.

Helpful Hints:

TITLE: Ankle Bells

Purpose: to develop ability to respond to music through body movements

Materials:

Elastic 6" to 8", 2 - 3 jingle bells,
plastic-coated wire, needle, thread

Description: Make a 6" to 8" circle of elastic. Bind two or three jingle bells together (loosely enough so bells can jangle) with a piece of plastic-coated wire. Then sew wire on wristlet or ankle band. This wire keeps the metal bells from cutting the thread that attaches them to the fabric. Child wears ankle bells and responds to different types of music by keeping rhythm with their bodies.

Time: 10 minutes

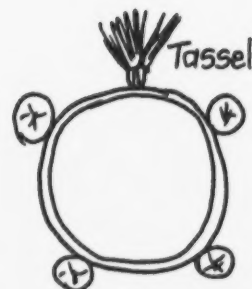
Related Skill(s)/Developmental Areas: Format:

Gross motor	small/large group
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Helpful Hints: Can also be held or worn on their hand.

TITLE: TambourinesPurpose: to develop creation of own musicMaterials:

Embroidery hoop, plastic-covered wire
4 large sleigh bells, yarn



Description: Encircle an embroidery hoop on the outside edge with plastic-covered wire threaded through four large sleigh bells. Cover wire hoop with yarn. Spacing opposite tassel allows surface for tapping against other wrist or hand. Use tambourines as a musical instrument for child to use to make own music or to keep rhythm to recorded music or singing.

Time: 15 minutesRelated Skill(s)/Developmental Areas: Format:

Motor

small group/large group

Evaluation: The child will create own music.Helpful Hints:

TITLE: Sheer SkirtsPurpose: to dramatize a song through costumeMaterials:

Old sheer curtains, sewing machine/or needle, thread, elastic
Drapery Sheer Skirts: Use discarded sheer curtains and cut into two equal lengths. Sew two side seams. Make a casing at the top and add elastic.

Description: Use skirts for boys and girls to wear during musical experiences for dramatic mystical effects.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Gross Motor coordination

small group/large group

Evaluation: Children move with expression and enjoyment.Helpful Hints:

TITLE: Scarf LengthsPurpose: to move body in time to musicMaterials:

Old sheer curtains
Discarded pantyhose elastic

Description: Gather sheer drapery scraps 6" to 8" wide and 24" to 28" long at one end. Attach a loop of discarded pantyhose elastic. The children hold the scarfs to "dance" and keep time to the music.

Time: 5 - 10 minutesRelated Skill(s)/Developmental Areas: Format:

Gross motor

small group

Evaluation: The children will enjoy the music.Helpful Hints:

TITLE: Bongo DrumPurpose: to play instrument accurately to tempo of a songMaterials:

Coffee can, paper, cord, glue, old inner tube, Crayons, wooden spoon

Description: Cut a piece of paper to fit around can. Decorate with crayons. Glue to can. Cut a circle out of the inner tube, a few inches bigger than rim of can. Put the circle on the open end of the can and wrap with cord. Tie securely.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Perception skills

independent, small group

Evaluation: Child beats on drum to singing and records.Helpful Hints:

TITLE: Rhythm ShakersPurpose: to encourage rhythm expression by shaking shaker to musicMaterials:

2 metal or plastic tops of the same size
 Adhesive tape, glue
 Edible beans - uncooked
 Popcorn kernels, bells, or buttons



Description: Put the objects inside 1 top. Put the second top over the first.
 Glue, let dry, then tape together securely.

Time: 10 minutesRelated Skill(s)/Developmental Areas: Format:

Listening skills
 Auditory discrimination

individual/small group

Helpful Hints: Bells and buttons should be tied together, so they are too big to be swallowed.

TITLE: Old McDonald Had A FarmPurpose: to encourage music expression through singingMaterials:

Stick puppets of: duck, chick, cow, pig, dog, Old McDonald, farm scene, E, I, O

Description: Sing the song "Old McDonald" - as each animal is mentioned, the child that is holding that stick puppet holds it high.

Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Auditory perception

small/large group

Evaluation: Teacher observation.Helpful Hints:

TITLE: Class Collage

Purpose: willing to use variety of art media

Materials:

Large (approx. 2'x5') styrofoam packing piece (i.e. from a motorcycle dealer)

Description: Lean styrofoam against a wall or lay flat on the floor. Provide collage materials i.e. cupcake papers, toothpicks, construction paper shapes, styrofoam "peanuts", pipe cleaners, markers, plastic flowers, etc.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Social group development
Decision making

individual/small group

Evaluation: Which children participated? Did there seem to be a leader in deciding how to use materials? What problems arose, and how were they settled?

Helpful Hints: This is an activity which encourages group participation and which fosters pride in a group effort. Leave on display a long time. Some will continue to add or take away from time to time. Some classes write stories about their "big picture."

TITLE: Group Drama - 1st Drama Experiences

Purpose: participates in organized classroom dramatic activity

Materials:

Story, poem or song which can be "acted out"

Description: When story/poem/song has an action or expression the children can dramatize (without getting up) ask, "Can you show me with your face (body; arms, etc.) how . . .?" When story has a repeat phrase or refrain, pause, wait for the children to furnish it (may have to prompt when first using this technique for involving them in group responding.)

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening
Creative Expression
Labeling feelings, actions

small or large group

Evaluation: Which children remember or respond most quickly? Which children put their own twist into interpretation? Which children take longer to begin to take part?

Helpful Hints: Use frequently during story time.

TITLE: How Does The Animal Move?

Purpose: illustrate with body language an understanding about animals

Materials:

Models and pictures of familiar animals

Description: Teacher shows model or picture. In small groups or large, if children have self control, children illustrate how animals move - one kind of an animal at a time. Child can also name animal and give verbal description of movement (i.e. swims, flies, crawls, walks.)

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary	small or large group
Gross Motor	
Creative Expression - dance?	

Evaluation: Was any child unwilling to participate in movement? Who? Was any child overly excited and unable to control his/her movements? Who?

Helpful Hints: If teacher or other adult is able to supply music suitable for dancing the animal movements, another dimension for interpreting has been added. Listen to music, decide what kind of movement it reminds you of.

TITLE: Tiptoes

Purpose: to participate in simple dramatic play with peers imitating familiar roles

Materials:

Chant (softly and slowly)

Description: Shhh...the baby's sound a-sleep.
On our tip-py toes we creep.
Shhh...(Mommy's, Daddy's, Daughter's, Son's asleep)

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Large muscle development	small/large group
Following directions	
Participates in action songs	

Evaluation: The child will tiptoe.

Helpful Hints: Designate each child a role in the family. During song, each child will have a chance to "sleep" while the other family members sing.

* Cherry, Clare. Creative Movement for the Developing Child, Fearon Publishers, Belmont, California, 1971.

TITLE: Grandma's Spectacles

Purpose: participates in finger plays

Materials:

Here are Grandma's spectacles,
and here is Grandma's hat.
Here's the way she folds her hands
and puts them in her lap.

Here are Grandpa's spectacles,
and here is Grandpa's hat.
Here's the way he folds his arms
and sits like that.

Description:

Time: 1 - 3 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor	small/large group
Following directions	
Vocabulary	

Evaluation: Who knew the meaning of spectacles? Are there children having difficulty keeping up? You may have to go slower.

Helpful Hints: Good gathering or waiting finger play.

TITLE: Like a Leaf or a Feather

Purpose: participates in rhythmic activities

Materials:

Song

Description: Good transition or gathering song/game.

Time: 2 - 3 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary	small/large group
Concepts: light, heavy	

Evaluation: How much body control did children exhibit? Did they fall down - or knock others down!

Helpful Hints: If using a piano - vary tempo and help develop the ability to adjust movement to tempo of piano.

TITLE: "Story of Ping" - to dramatize

Purpose: takes place in classroom drama

Materials:

Book

Description: Such a good story about not staying with the group - getting lost, lots of emotions.

Time: 6 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary
Creativity

group

Evaluation: Which children choose to be part of the drama? What parts do they choose? Remember you can have more than one play a role.

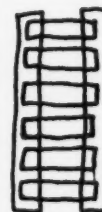
Helpful Hints: Good for drawing out feelings.

TITLE: Fireman's Ladder

Purpose: to glue items on page

Materials:

Strips of construction paper
(each child needs 2 - 10" strips (3/4" wide)
8 to 10 - 2" strips (3/4" wide)



Description: Give each child a sheet of manilla paper, 2 - 10" strips and 8 to 10 - 2" strips. Give directions for child to make a fireman's ladder using the long strips for the sides and the short strips for the rungs or steps of the ladder.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Fine Motor
Eye-hand coordination

small group

Evaluation: The child will make a ladder.

Helpful Hints: Be sure to discuss the fireman and his ladder. If possible, bring a real ladder into the classroom.

TITLE: Sand Paper Art

Purpose: to begin to explore art media for their tactile value

Materials:

10" x 10" sheet of sandpaper per child, crayons

Description: Give each child a sheet of sandpaper. Using crayons, the design is created on sandpaper. Be sure to emphasize using many different colors of crayons.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine Motor

small group

Evaluation: The child will create a sandpaper design.

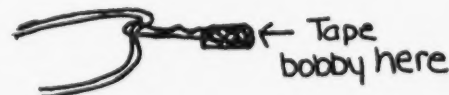
Helpful Hints: This art activity will "use up" many crayons. The finished product can be used as a display in the room and looks nice if "framed" with construction paper strips.

TITLE: Onion Sack Weaving

Purpose: to be willing to use a variety of art media

Materials:

8" x 8" sections cut from mesh onion sacks,
taped on sides with masking tape,
yarn, bobby pin per child



Description: Give each child a section of mesh sack and a bobby pin that has been taped and threaded with yarn. Each child can "stitch" up and down and create a design.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Fine Motor

small group

Eye-hand coordination

Evaluation: The child will produce a creative design.

Helpful Hints: Onion sacks can be obtained from grocery stores in the produce section.

TITLE: Tape Art

Purpose: to be willing to use a variety of art media

Materials:

Colored tape, small white trash bags (small kitchen size)

Description: Cut tape into approximately 1" to 3" strips. Give each child a trash bag. Using the strips, each child decorates the bag.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination
Fine Motor

small group

Evaluation: The child will complete a tape art project.

Helpful Hints: Different patterns of contact paper can also be used to decorate trash bags. This could be used as a Mother's Day gift, if desired.

TITLE: Galloping Horses

Purpose: to participate in characterization in rhythmic movements

Materials:

None

Description: Sing song. Children pretend to be horses.

Tune: Ten Little Indians

Galloping, galloping, galloping horses,
Galloping, galloping, galloping horses,
Galloping, galloping, galloping horses,
Galloping all the way.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Large muscle skills
Listening
Following directions

large group

Evaluation: Each child will be able to practice the unilateral activity of galloping.

Helpful Hints: This song and movement can be used with a Western unit.

Variation: Have the "horses" gallop slow, fast, loud and soft. Stop to drink water and eat some hay.

* Cherry, Clare. Creative Movement for the Developing Child. Fearon Publishers, Belmont, California, 1971.

TITLE: Spinning, Twirling

Purpose: to participate in action songs

Materials:

Song, tune: Row, Row, Row Your Boat

Children standing:	Spin, spin, spin your top, Twirl it all around, Spin it, twirl it, spin it, twirl it, Throw it on the ground.
Children seated:	Spin, spin, spin your top, Twirl it all around, Spin it, twirl it, spin it, twirl it, Throw it on the ground.
Children lying on ground (first on stomachs, then on backs)	Spin, spin, spin your top, Twirl it all around, Spinning, spinning, twirling, twirling Turn it 'round and 'round.

Description:

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Large muscle

large/small group

Evaluation: The child will be able to twirl and spin to action song.

Helpful Hints:

* Cherry, Clare. Creative Movement for the Developing Child, Fearon Publishers, Belmont, California, 1971.

TITLE: Build a Little Snowman

Purpose: to pantomime verse, poetry or story

Materials:

Song, tune: I'm a Little Teapot
 Build a little Snowman,
 Starting with his feet,
 Pile on lots of snow and
 Pat it on his feet.
 Then you make a round ball,
 Put it up on top,
 But then the sun will come out
 And make the Snowman hot.

(slow) And now he starts to melt,
 And drip a-way.
 He drips and he drips,
 And he drips all day.
 Look-ing for the Snowman,
 What do I see?
 Nothing but a puddle,
 Where he used to be.

Description:

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Large muscle
 Following directions
 Listening skills

large group

Evaluation: The child will pantomime the Snowman story song.

Helpful Hints: Discuss snow in general and how to make a snowman.

* Cherry, Clare. Creative Movement for the Developing Child, Fearon Publishers, Belmont, California, 1971.

TITLE: Going on a Bear Hunt

Purpose: keeps "time" to rhythmic beat

Materials:

Butcher paper, teacher drawn pictures of following: house, wheat field, tree, river, bridge, mud puddle, cave and bear. (See diagram below.)

Description: Teacher sets a walking tempo hitting hands on thighs alternating between left and right. Teacher speaks one line at a time, allowing children to repeat line in rhythm. Attach pictures on long sheet of butcher paper to give children assistance.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas:

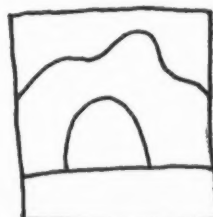
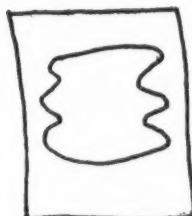
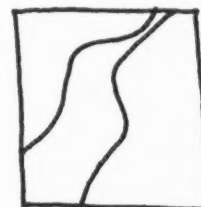
Format:

Auditory Memory
Visual Memory
Motor

large group

Evaluation: Student participation, teacher observation.

Helpful Hints: By attaching pictures, the teacher is able to make this sequence easier and/or more difficult as the year progresses.



Going on a bear hunt. (Going on a bear hunt.)

I'm not afraid. (I'm not afraid.)

Ready? (Ready.)

Okay. (Okay.)

Let's go. (Let's go.)

I see a house. (I see a house.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Let's go through it. (Let's go through it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader makes walking noises with feet.)

I see a wheat field. (I see a wheat field.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Let's go through it. (Let's go through it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader makes swishing noises by rubbing palms together.)

I see a tree. (I see a tree.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Let's climb up it. (Let's climb up it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader makes climbing motions.)

I see a river. (I see a river.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Let's swim across it. (Let's swim across across it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader makes swimming motions.)

I see a bridge. (I see a bridge.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Let's go across it. (Let's go across it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader pounds fists on chest, Tarzan-style.)

I see a mud puddle. (I see a mud puddle.)

Can't go over it. (Can't go over it.)

Can't go under it. (Can't go under it.)

Better tromp through it. (Better tromp through it.)

Okay. (Okay.)

Let's go. (Let's go.)(Leader cups hands together making water sounds.)

I see a cave. (I see a cave.)
 Can't go over it. (Can't go over it.)
 Can't go under it. (Can't go under it.)
 Let's go explore it. (Let's go explore it.)
 Okay. (Okay.)
 Let's go. (Let's go.)

Sure is dark. (Sure is dark.)
 I can't see a thing. (I can't see a thing.)
 Feel something soft. (Feel something soft.)
 Feel something furry. (Feel something furry.)
 I think it's a bear. (I think it's a bear.)
 IT IS A BEAR!!!!!!!!!!!!!!

(Go backward through everything: cave...mud puddle...bridge...river...tree...
 wheat field...house.)

HOME AT LAST!!!!!!!!!!!!!!

TITLE: Hats, Hats, Hats

Purpose: takes part in classroom drama experiences

Materials:

Variety of hats

Description: Have collection of hats familiar to children as worn by career people. Have children put hats on and pantomime jobs being done. (This can also be done with pictures of hats.)

Time: 5 - 10 minutes

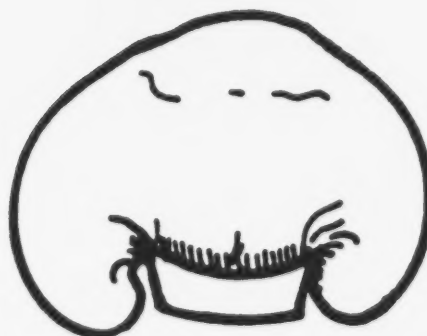
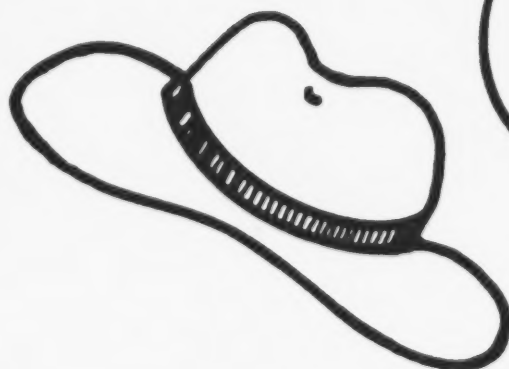
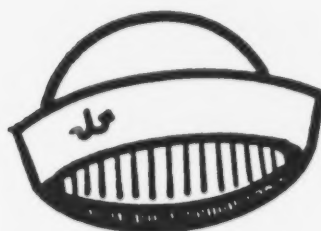
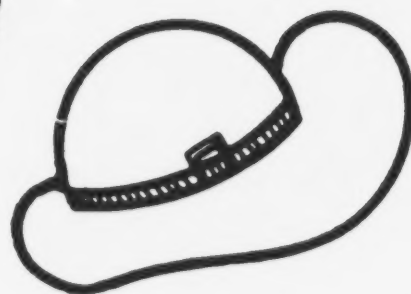
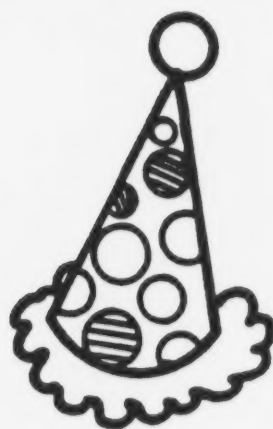
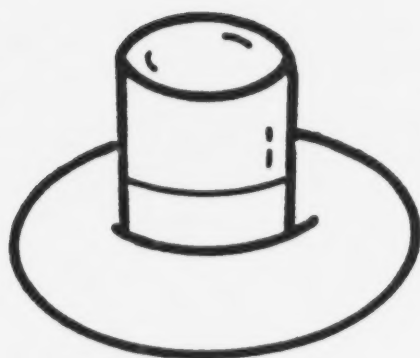
Related Skill(s)/Developmental Areas: Format:

Cognitive
 Self-Help

small/large group

Evaluation: Teacher observation, children's participation.

Helpful Hints: Teacher draws pictures of hats in collection (two of each.)
 Allow children to match pictures, match hats with appropriate career people.



TITLE: Colors In My Food

Purpose: participate in finger play and flannelboard activity

Materials:

Flannelboard and pieces (see following pages for patterns of flannelboard pieces)

Description: During circle time or storytime use flannelboard and pieces to say verse to children. Allow children to discuss foods and colors.

Time: 5 - 7 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive
Communication
Self-Help

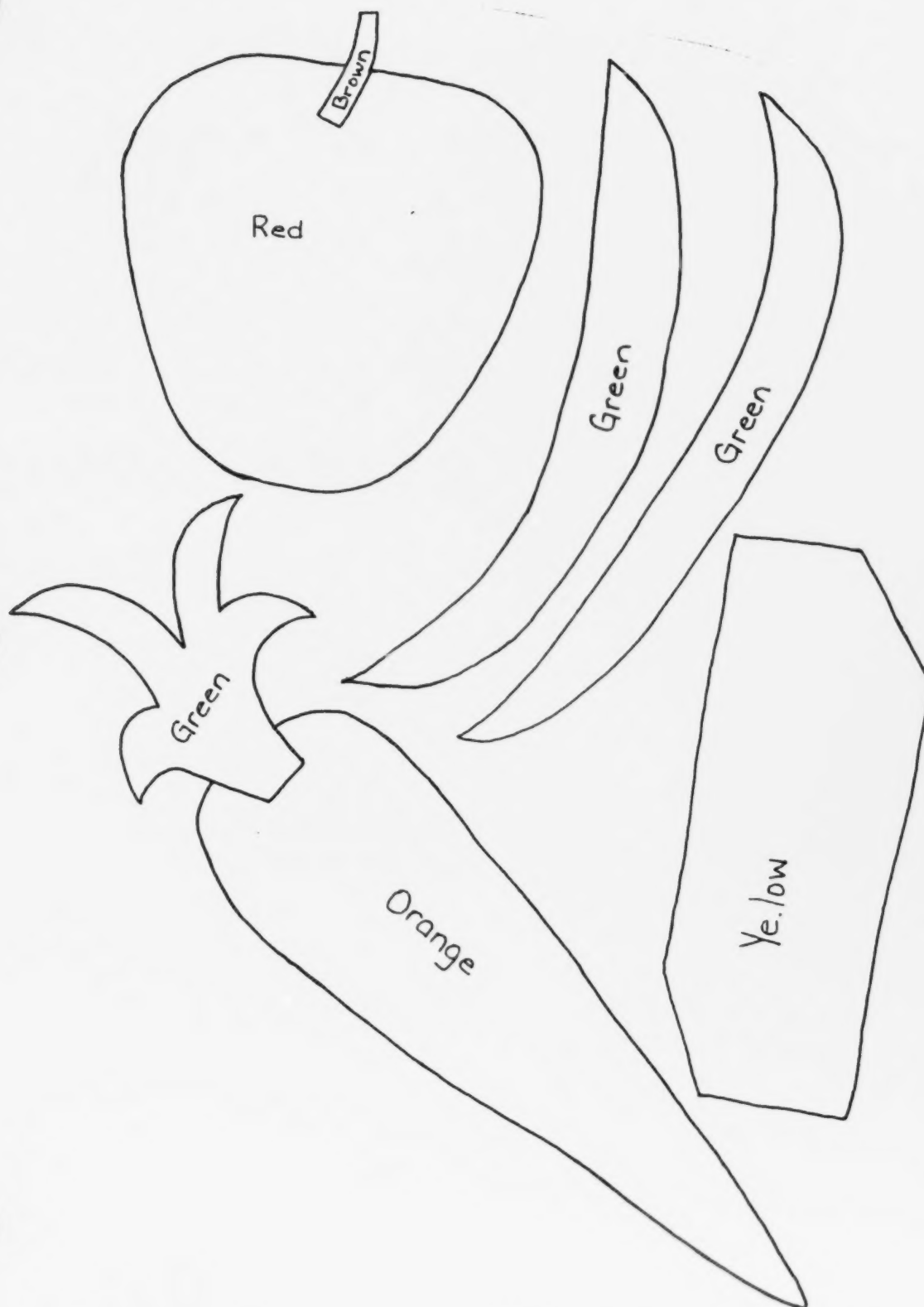
large/small group

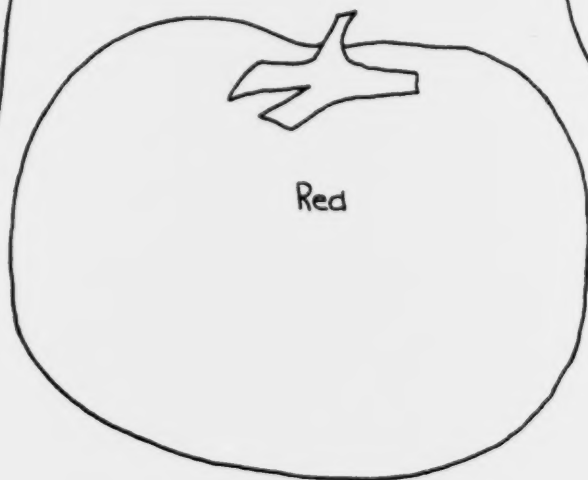
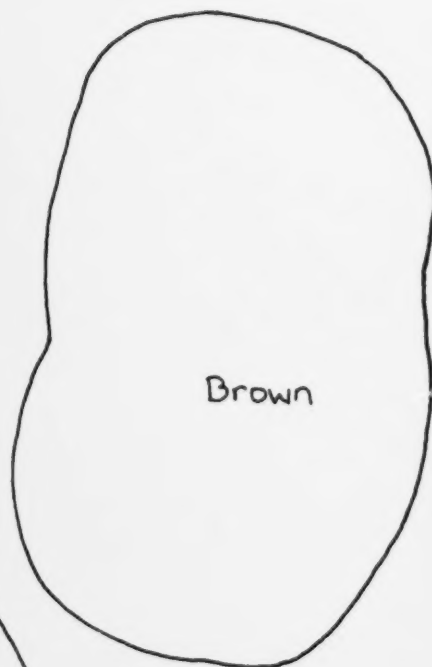
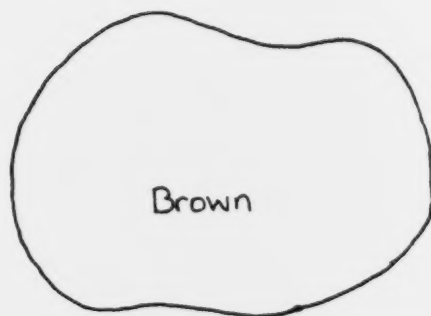
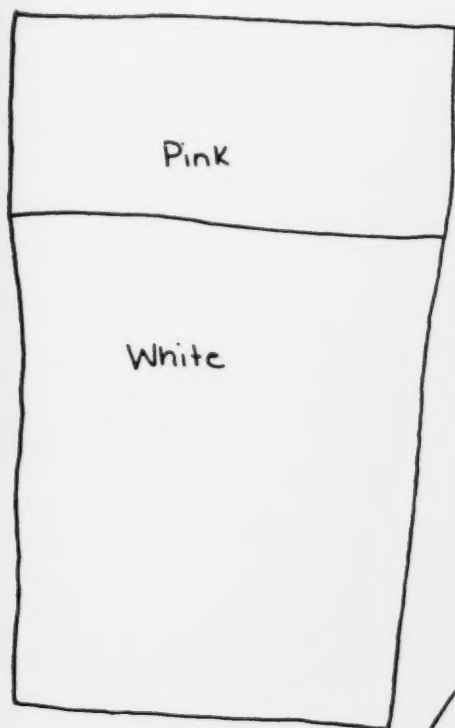
Evaluation: Teacher observation, student participation.

Helpful Hints: Leave flannelboard and pieces in area for children to use. Have children make food collages on butcher paper or paper plates. Look for foods mentioned in the verse.

Colors In My Food

Colors, colors, what colors do I see
In the food the farmer grows for me?
Orange carrots and ripe, red tomatoes,
Green string beans and nice brown potatoes.
Yellow butter is to spread on my bread,
Cold, white milk and an apple so red.
Yes, these are the foods that are best, I know
Because they help me to grow and grow!





TITLE: The Color Song

Purpose: participates in finger play and using flannelboard and pieces

Materials:

Flannelboard and pieces (see following pages for patterns of flannelboard pieces)

Description: During circle time or story time use flannelboard and pieces to sing, chant or tell verse to children. Allow children to repeat. After several times, some children will be able to recite without assistance.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive
Fine Motor
Communication

large/small group

Evaluation: Teacher observation.

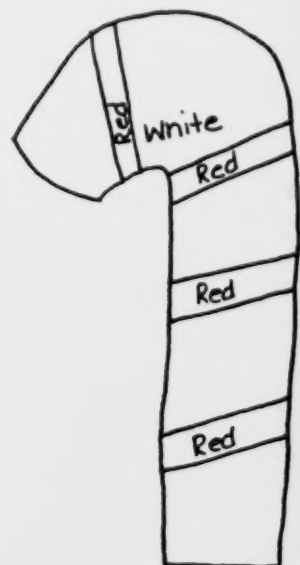
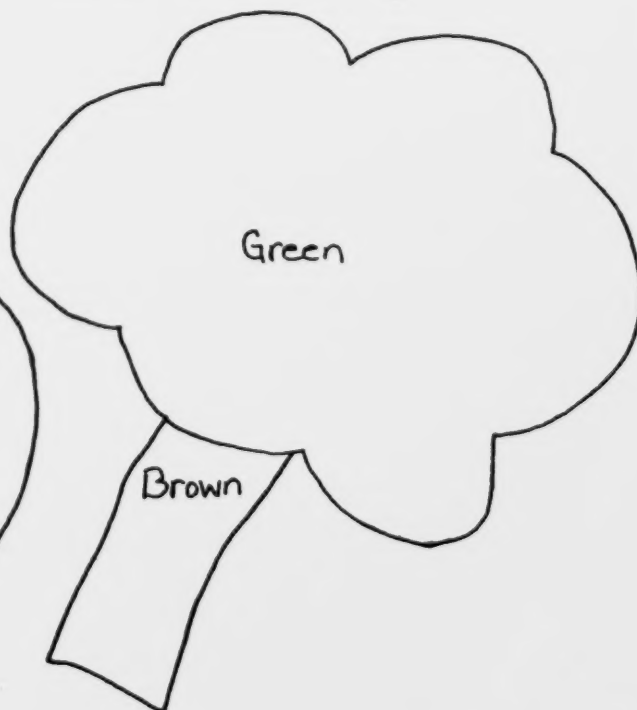
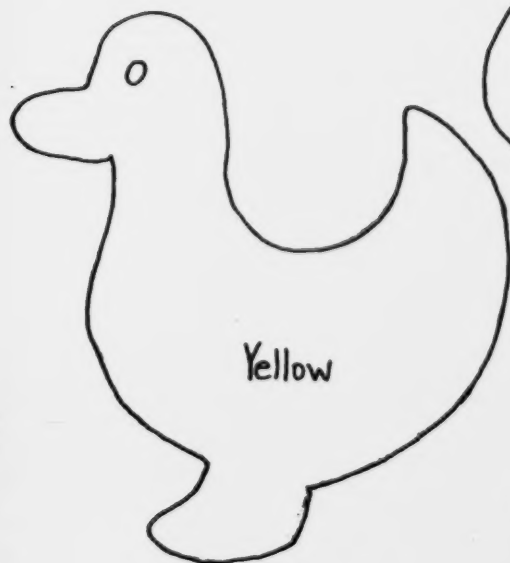
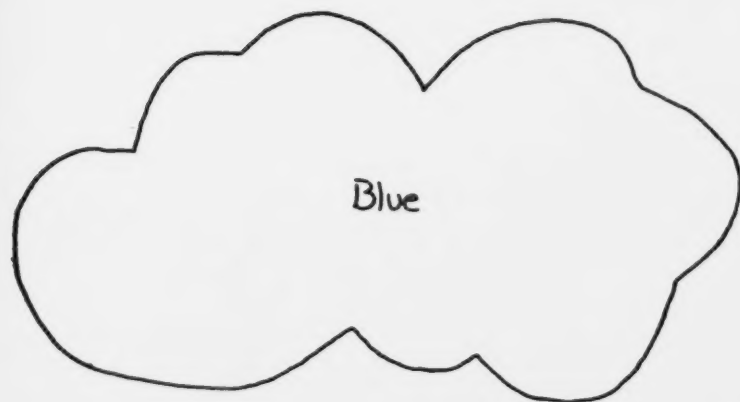
Helpful Hints: Leave flannelboard and pieces in library or storytelling center for children to use during free choice. Collect pictures of objects in song to use for language discussions.

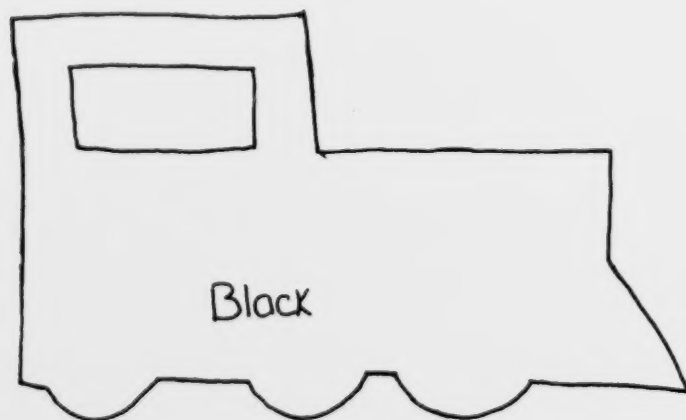
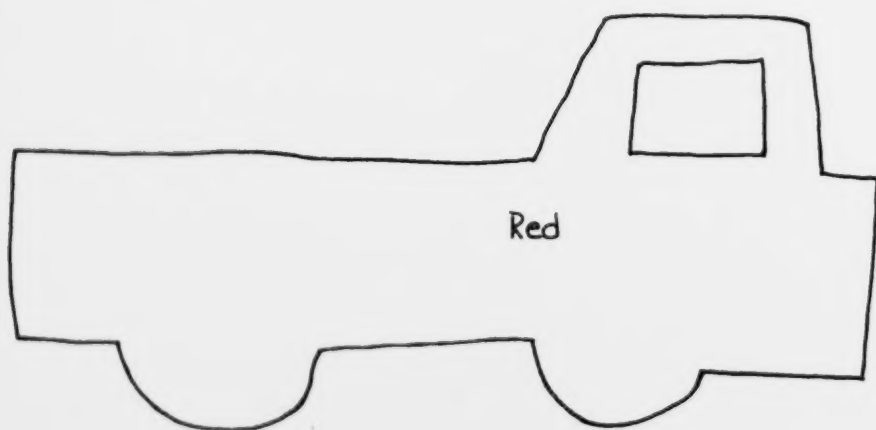
The Color Song

Color it red, it's a big fire truck.
Color it yellow, it's a fluffy duck.
Color it blue, it's the sky above.
Color it white, it's a little dove.

Color it green, it's a leafy tree.
Color it brown, it's the wood we see.
Color it black, it's a big freight train.
Color it striped, it's a candy cane.

(p. 598 Resources of Creative Teaching)





TITLE: Traffic LightsPurpose: uses a variety of art mediaMaterials:

Shoe boxes, construction paper (red, yellow, green)
glue



Description: Cut red, yellow and green circles from construction paper. Glue circles in proper order on bottom and sides of shoe boxes. Let dry.

Time: 5 minutesRelated Skill(s)/Developmental Areas: Format:

Safety
Communication
Motor

individual/small group

Evaluation: Completion of activity.

Helpful Hints: This can be done using black construction paper or manila paper cut in rectangles to glue circles on.

TITLE: Activity PoemsPurpose: participates in action songs/poems/finger playsMaterials:

None (see following pages for verses)

Description: Have children do actions as indicated by words in poems, songs and/or finger plays. Provide many opportunities.

Time: 5 - 10 minutesRelated Skill(s)/Developmental Areas: Format:

Communication
Motor
Cognitive

large group

Evaluation: Teacher observation, student participation.Helpful Hints:

ACTIVITY POEMSHEAD, SHOULDERS, KNEES, TOES

Head, shoulders, knees, toes
 Head, shoulders, knees, toes
 Head, shoulders, knees, toes
 We all stand up together.

Head, shoulders, knees, toes
 Head, shoulders, knees, toes
 Head, shoulders, knees, toes
 We all sit down together.

TIP TOE

Tippy, tippy tip-toe
 Here we go.
 Tippy, tippy tip-toe
 To and fro.
 Tippy, tippy tip-toe
 Through the house,
 Tippy, tippy tip-toe
 Quiet as a mouse.

LIKE A LEAF

Like a leaf or a feather
 In the windy, windy weather
 We will whirl around
 and twirl around
 And all sit down together.

DIBBITY, DIBBITY, DIBBITY DOOR

Dibbity, dibbity, dibbity door,
 Johnny turned so fast he fell on the floor,
 Dibbity, dibbity, dibbity den,
 He looked all around and jumped up again!

LEAVES

Leaves are floating down,
 They make a carpet on the ground.
 When, swish! The wind comes whirling by
 And sends them dancing to the sky.

TEDDY BEAR

Teddy Bear, Teddy Bear, turn around
 Teddy Bear, Teddy Bear, touch the ground.
 Teddy Bear, Teddy Bear, tap your toes,
 Teddy Bear, Teddy Bear, pinch your nose.

POPCORN

"Pop, pop, pop!"
 Says the popcorn in the pan;
 "Pop, pop, pop!"
 You may catch me if you can.
 "Pop, pop, pop!"
 Says each kernel, hard and yellow.
 "Pop, pop, pop!"
 I'm a dancing little fellow.
 "Pop, pop, pop!"
 I can whirl and skip and hop.
 "Pop, pop, pop!"

RAGDOLL

Let's play rag doll, don't make a sound!
 Fling your arms and bodies loosely around.
 Fling your hands, fling your feet,
 Let your head go free - -
 Be the raggedest rag doll
 You ever did see.

REACH

I reach for the sky,
 I touch my eyes,
 I reach for my toes,
 I pinch my nose.

I CAN

I can run, run, run;
 I can hop, hop, hop.
 When I see a red light
 I must stop, stop, stop.

FLIP FLOP

Flip flop, flip flop,
 See the scarecrow go.
 Flip flop, flip flop,
 Bending to and fro.
 To the left, to the right,
 Back and forth with all his might.
 Then the wind is quiet and so,
 Flip flop, flop (slowly)
 Flip flop, flop (very slowly) FLOP!

WISHES

I wish I were a jumping Jack,
 I'd jump up from a box.
 I wish I were a rocking horse,
 I'd rock and rock and rock.
 I wish I were a spinning top,
 I'd spin around and 'round.
 But I am just a little child
 That sits right down.

MRS. WIGGLE WAGGLE

The leader says: "I went to see old Mrs. Wiggle Waggle."

The group says: "What did she say?"

Leader says: "She said to lie on your back," or "She said to lie on your stomach and swim."

"Lie on your back and ride a bicycle," or "Lie on your back and wave your left hand," etc.

SCARECROW

Scarecrow, scarecrow, turn around,
 Scarecrow, scarecrow, jump up and down.
 Scarecrow, scarecrow, arms up high,
 Scarecrow, scarecrow, wink one eye.
 Scarecrow, scarecrow, bend your knees,
 Scarecrow, scarecrow, flop in the breeze.
 Scarecrow, scarecrow, climb into bed,
 Scarecrow, scarecrow, rest your head.

BICYCLE

Pedal your bicycle
 (Make fists pedal slowly.)
 Up the hill.
 Slow, slow, slow!
 Turn around and down again
 As fast as you can go.
 (Make fists pedal fast.)

TIPS FOR TELLING STORIES TO PRESCHOOL CHILDREN
by Jeannine Beekman

1. Plan your storytime far enough ahead so that you feel comfortable and relaxed with your selection. Choose stories which you like and your enthusiasm will spread to your children. Familiarize yourself with your stories and action rhymes.
2. Choose a comfortable spot to sit from which you can reach your flannelboard and record player and in which the children can easily see and approach you. Situate near the Easy picture books. Holding books where everyone can see the pictures cuts down on wiggling, standing up in front of others and resultant squabbling over seeing the books. Books with large pictures are best.
3. Try to maintain frequent eye contact with your audience - avoid reading straight from a book unless sentences are few on a page and you can say the sentence as you show the book to your children.
4. Break up the pace of your half hour session - follow a long story with a flannelboard story or an action rhyme or song. Remember, the attention span of preschool children is notoriously short!
5. A confidence booster: At first, short stories which are real winners will attract children - use longer ones later. ("Winners" I have found which will work with almost any audience include: The Nose Book, Papa's Going To Buy Me A Mockingbird, The Best Nest, Flap Your Wings, Three Little Animals, I Know An Old Lady Who Swallowed A Fly.)
6. Give your children a chance to talk - ask them about their activities, pets, etc.
7. For preschool children, a 20 to 30 minute storytime is neither too long nor too short: time enough for 4 or 5 stories and some songs and action rhymes.

USING THE FLANNELBOARD

by Jeannine Beekman

Make a flannelboard, or as it is also called, a visual board, flannel-graph, felt board or slap board, from light plywood or cardboard, measuring approximately 2 x 3 feet. Cover it with felt or flannel in a solid color. In use, the flannelboard provides a change of pace in your storytime, adds visual interest and enlarges illustrations when the book used is too small. It is particularly effective in sequential stories such as THE HOUSE THAT JACK BUILT.

Figures may be used with or without a book as you tell the story. They may be cut from felt, pellen or lightweight cardboard. Felt or sandpaper is pasted to the backs of paper figures to make them adhere. If cutouts fall from the board, brush up the nap on the board and tilt it backward a bit more. Always have your figures in order before use; numbering the backs of cutouts is recommended. Work from the side of the board and press the cutouts on the board with a slightly downward motion to aid adherence.

Anderson's STORYTELLING WITH THE FLANNELBOARD, 2 vols. is an excellent source for figures which may be traced or xeroxed.

FLANNELBOARD STORIES

Angus and the Ducks
Ask Mr. Bear
Bennington Flag
Christmas Story
Cinderella (in Spanish, too)
Christmas (Bruna)
Creepy Caterpillar
Custard the Dragon
Draw Me A Circle
Dreaming Bunny
Eggs-Actly So (Easter)
Fairy and the Secondhand Shop
Five Chinese Brothers
Flap Your Wings
Friends for Easter
Froggie Went a Courtin'
Georgie Graymouse
Gillygoofang
Gingerbread Boy
Giving Tree
Glorious Christmas Soup Party
Goldilocks and the Three Bears
Handful of Surprises
Hansel and Gretel
House that Jack Built
How the Animals Took a Bath
Humbug Witch
I Can't, Said the Ant
Big Big Turnip
Blueberries for Sal
Carrie Kangaroo

Meg's Eggs
Mike's House
Mother Goose Rhymes
Mr. Red Umbrella
Never Worked and Never Will
Night Before Christmas
Nine Days to Christmas
Old Black Witch
Old MacDonald Had A Farm
Old Woman and Her Pig
Over in the Meadow
Pancake Man
Papa's Going to Buy Me A Mockingbird
Peacock and the Crow
Peter Rabbit
Poke-Along
Popcorn Dragon
Rabbit and Skunk and Scary Rock
Six Foolish Fisherman
Small Pig
Smith's Christmas
Soldier, Soldier, Won't You Marry Me?
Story of Jack Sprat
I Know an Old Lady Who Swallowed a Fly
I Like to Be Me
Jennie's Hat
Jingle Bells
Kitten Everyone Chased
Little Bear's Sunday Breakfast
Little Brute Family
Little Duckling Tries His Voice

Little Fur Family
Little Giant
Little Mouse, Cat and Rooster
Little Rabbit Who Wanted Red Wings
Little Red Hen
Little Red Riding Hood
Little Tuppen
Man, the Boy and the Donkey
Story of Thanksgiving
Teeto the Tadpole
Ten Little Animals
Three Billy Goats Gruff
Three Little Pigs
Three Robbers
Three Wishes
Timothy Turtle
Ugly Duckling (in Spanish, too)
Unlucky Ducky on Valentine's Day
What Can You Do With A Pocket?
Where the Wild Things Are
Whispering Rabbit
Why the Spider Has a Narrow Waist
Winnie the Pooh
Wonderful Egg
Wonderful House

BOOKS FOR VERY YOUNG (2's & 3's)
(Older children enjoy them, too!)

Adventures of Muffin, Margaret Wise Brown

Angus Lost, Marjorie Flock

Are You My Mother?, P. D. Eastman

Birthday Book, Eric Carle

Caps For Sale, Esphyr Slobodkins

Carrot Seed, Ruth Krauss

Cars and Trucks and Things That Go, Richard Scarey

Christmas Kitten

Do You Want To Be My Friend?, Eric Carle

Good Night Moon, Margaret Wise Brown

Just Me, Marie Hall Ets

Little Blue, Little Yellow, Leo Lionni

Little Fur Family, Margaret Wise Brown

Mother Goose, Fujikawa

Papa Small, Lois Lenski

Peter's Chair, Ezra Jack Keats

Play With Me, Marie Hall Ets

Policeman Small, Lois Lenski

Rabbits Wedding, Garth Williams

Runaway Bunny, Margaret Wise Brown

The Little Auto, Lois Lenski

The Little Fireman, Margaret Wise Brown

The Best Nest, P. D. Eastman

The Berenstein Bears, Stan and Jane Berenstein

The Little Engine That Could, Watty Paper

Will I Have A Friend?, Miriam Cohen

BOOKS FOR OLDER CHILDREN (4's, 5's & 6's)
(Very young like them, too!)

- A Tree Is Nice, Janice Udry
Alexander, The Wind-Up Mouse, Leo Lionni
Amanda And Heather And Company, B. Abercrombie
Baby Sister For Frances, Russell Hoban
Bedtime For Frances, Russell Hoban
Bread And Jam For Frances, Russell Hoban
Changes, Changes, Pat Hutchins
Clifford The Big Red Dog, Norman Bridwell
David Was Mad, Bill Martin, Jr.
Five Chinese Brothers, Claire H. Bishop
Fish Out Of Water, Helen Palmer (Spanish, also)
Fortunately, Reiny Charlip
Frederick, Leo Lionni
Green Eggs And Ham, Dr. Suess
Harold And The Purple Crayon, Crockett Johnson
I Know An Old Lady, Scholastic Books
Inch By Inch, Leo Lionni
Letter To Amy, Ezra Jack Keats
Make Way For Ducklings, Robert McCloskey
May I Bring A Friend?, Beatrice S. De Regniers
Millions of Cats, Wanda Gag
Moses And The Kitten, James Herriot (pictures are beautiful, may need to edit)
Mr. Rabbit And The Lovely Present, Charlotte Zolotov
Mr. Willowby's Christmas Tree, Robert Barry

My Old Granddad, Wolf Harranth

Nanna Upstairs, Nanna Downstairs, Tomie DePaola

Pelli's New Suit, Elsa Beskow

Ping, Marjorie Flack and Kurt Wiese

Swimmy, Leo Lionni

The Dead Bird, Margaret Wise Brown

The Little Rabbit Who Wanted Red Wings, Carolyn Bailey

The Snowy Day, Ezra Jack Keats

Whistle For Willie, Ezra Jack Keats

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